Senior Scholastic

JANUARY 30, 1959 • VOLUME 74 • NUMBER 1

Ansco photo

Schussing Through Sun, Wind, and Snow

BE REALLY REFRESHED....LOVE THAT COKE!

REG U S PAT OFF

VALENTINE PARTY? Treat your guests to the cheerful lift... the cold crisp taste of Coca-Cola. Yes, at a party... anytime... anywhere... Coke is the real refreshment. Pause... for Coke.

SIGN OF GOOD TASTE

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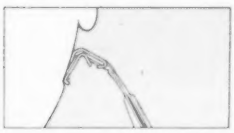
THE SAFE MODERN
SCHICK SAFETY RAZOR
is the best shaving instrument available today!

The reason is simple: **Design and engineering**

To shave safely and comfortably, a razor must do three things:

STRETCH AND SMOOTH THE SKIN IN FRONT OF THE BLADE

1.

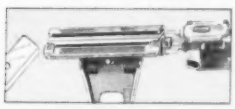


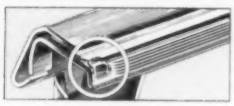
The Schick solid guard bar, with serrations running *parallel* to the blade edge, does this effectively. Your whiskers are set up to be shaved off closely, smoothly and comfortably.

Other razors, lacking these important serrations, can permit the skin to bunch up between the guard bar and the blade edge, causing the blade to dig in, scrape and nick.

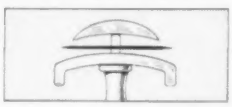
ALWAYS HOLD THE BLADE FIRMLY IN PROPER POSITION IN THE RAZOR HEAD

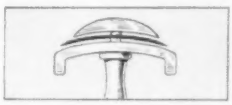
2.





The Schick blade dispenser *automatically* opens razor, changes blade and closes razor. Each rigid, triple-honed Schick blade is always precisely positioned in the razor head, and is locked in place in a vise-like grip. And the blade corners are shielded so they can't nick or cut your skin.

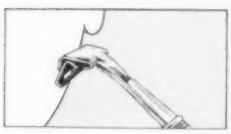




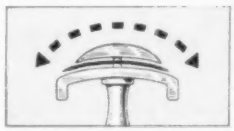
If other razors are not screwed tight enough, the blade is loose and can chatter over your face. If they are screwed too tight, the blade is bent out of shape and can scrape your face. There is always variance in blade position, and the blade corners are exposed, can nick your skin.

CONSISTENTLY HOLD BLADE AT PROPER ANGLE TO THE SKIN

3.



When the flat Schick razor head is held against your face, the blade is *automatically* placed at the proper angle to your skin—approximately 31°. Your face is automatically protected.



The rounded shaving head and blade exposure of other razors make it impossible to maintain a safe shaving angle throughout your shave. The blade can scrape your face at an angle up to 45°.

The compact Schick shaving head and perfectly balanced handle permit you to shave with a precise control impossible with other razors. Once you've tried it, other razors will seem clumsy. As for electric razors, none can give nearly as close a shave as the Schick Safety Razor, yet none offers greater comfort of shaving. And a clean, refreshing lather shave helps keep your face free from blemishes.

WE WANT YOU TO TRY A SCHICK AT HALF PRICE!

Just send us 50¢ with this coupon, and we will send you a regular $1.00 Schick Safety Razor with blades and travel kit.

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Enclosed is 50¢. Please send regular $1.00 Schick Safety Razor kit to:

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Address_____

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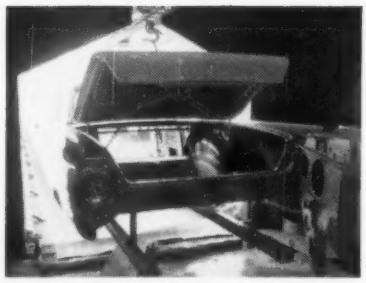
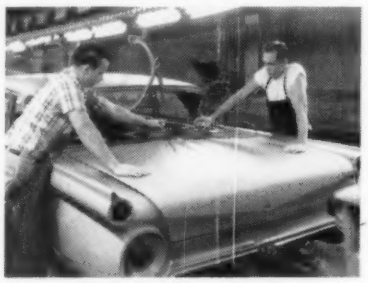
THE SCIENCE OF CARS



Before Diamond Lustre is applied, the body steel is cleaned, coated with primer and dried.



Three coats of primer are used: each one is polished before being sprayed with another coat.

Finally, Diamond Lustre is sprayed over this base and then baked to a high-gloss hardness.

Tougher 'n Trigonometry!

From Ford Research—a New Enamel Not Even Fazed By This Fire Test

The paint on the body of a car is more than colorful decoration . . . its primary purpose is protection . . . to shield body steel from water, salt, and heat which cause rust and corrosion.

When you look at it this way, you begin to appreciate the giant step forward in paint research and development made by Ford Motor Company's new Diamond Lustre Enamel. Laboratory and road tests have proven it doesn't chip, peel or fade under conditions that would ruin ordinary lacquer finishes like those being used on many of today's new cars. And, an added bonus, Diamond Lustre is so tough it doesn't need waxing or polishing to keep its wet-look lustre.

What makes it so tough? First—it is enamel. Second—the way it's applied: *Three* primer coats to bond paint to metal—next Diamond Lustre is sprayed on—and then the finish is thoroughly *baked* dry in car-sized ovens.

The result: a finish tougher than trig—another of the added value features developed in our Research and Engineering Center for the Ford Family of Fine Cars.

FORD • THUNDERBIRD • EDSEL • MERCURY • LINCOLN • CONTINENTAL MARK IV

FORD MOTOR COMPANY THE AMERICAN ROAD, DEARBORN, MICHIGAN

5

Senior Scholastic

A National Magazine for Senior High School Classrooms. Published Weekly During the School Year.

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An unusual TV event!

The man who walked back into time

John Kerr • Jean Carson

in

"BERKELEY SQUARE"

on the Hallmark Hall of Fame

February 5th—NBC-TV—90 minutes in color

What would you do if you stepped inside a door on a quiet London street and suddenly found yourself back in the 18th century? When this happens on "Berkeley Square" a haunting love story develops between a couple who live 200 years apart in time.

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Don't miss out! Graduate Specialist appointments in each course are *limited* and applicants are selected on a "first come . . . first served" basis. This week, get all the details from your local Army recruiter.

GET CHOICE, NOT CHANCE . . .

Graduate Specialist, United States Army

Letters to the Editor

Honor List?

Dear Editor:

I read in the newspaper today that Queen Elizabeth II had just announced her New Year's Honor List. She made Alec Guinness a Knight Bachelor and Rebecca West, the famous author, a Dame Commander of the British Empire. In all, Queen Elizabeth II awarded titles and honors to about 2,000 British subjects who had distinguished themselves through the years. They included an auto racer, a lighthouse keeper, and a hospital porter.

I think that the U. S. Government also should have an annual honor list. We should award those persons who further our nation in the fields of science, the arts, and government. We could honor these persons in several ways. We could present them with a monetary reward. Or we could exempt them from taxes for as long as they lived.

Ned Docker
Dallas, Texas

(How about it, readers? What's *your* opinion about establishing an annual honor list for distinguished service to the United States? We'll publish the best letters. Mail yours, along with your name and school, to: Letters to the Editor, *Senior Scholastic*, 33 West 42nd Street, New York 36, N. Y. —*Editors.*)

In Favor of Dress Codes

Dear Editor:

I attend a public high school that has won an excellent name for itself. This is due to the conduct of the student body. None of us wears blue jeans or dungarees to school. Most of the girls wear pleated skirts, white bobby socks, and sneakers. The boys always wear clean shirts and chinos. We're very proud of our school because of the model student body attending it.

Barbara Klazkin
Tilden High School
Brooklyn, New York

Save the Stilts?

Dear Editor:

I read in your January 9, 1959, news pages that the city of West Palm Beach, Fla., had banned the sale of high spiked shoes for ladies. The so-called reason: women wearing the "spikes" had been falling on city sidewalks and suing the city for damages.

This ban is ridiculous. I'll bet that West Palm Beach has several auto accidents each year. So why don't the city fathers ban auto traffic inside the city, too. Why should *all* women suffer because a few women don't watch their step?

Elizabeth Sellers
Phoenix, Arizona

Needed: the Facts

Dear Editor:

Should we ban nuclear tests or continue them? Your Forum Topic, "Nuclear Weapons . . . Should We Snuff Them Out?" *[Dec. 12 issue]*, made me wonder.

Dr. Robert H. Holmes, director of the U. S. Atomic Bomb Casualty Commission, said that atomic radiation caused leukemia and cancer, and also harmed unborn children. But Atomic Energy Commission scientists said there was no more danger from fallout than from today's automobile traffic.

Who should we believe? These conflicting reports are typical of those we hear from noted scientists. Why can't scientists agree . . . ?

John Bonine
White Pigeon High School
White Pigeon, Michigan

Voting Age

Dear Editor:

A person is not ready to vote merely because he has lived for 18 or 21 years. Age deals primarily with a person's physical development. Mental development is something entirely different. Each person's mind develops at a different rate of speed. This fact should be kept in mind when discussing lowering the voting age.

Phil Henderson
Scattergood School
West Branch, Iowa

Orchids

Dear Editor:

I would like to congratulate you on your Forum Topics. Each week, we debate these articles in our history class. They give everyone an opportunity to express his opinion. This is worthwhile practice. If a brilliant person can't express his ideas, his brilliance is wasted.

Dawn Greenawalt
Charleroi High School
Charleroi, Pennsylvania

Dear Editor:

Your series of articles, "Breakthroughs in Science," are very interesting and educational. Isaac Asimov's presentation of the important facts in the lives of these great men is especially good. I hope to see more of these articles in future issues of *Senior Scholastic*.

Al Shannon
Glenbrook High School
Glenview, Illinois

(*Senior Scholastic* will continue to present "Breakthroughs in Science" as a weekly feature.—*Editors.*)

Dear Editor:

I enjoy your articles on good grooming habits. I think you should devote more space to "Here's Looking at You."

Nancy Titley
Naugatuck High School
Naugatuck, Connecticut

Ideas to Live By

Wisdom is the right use of knowledge. To know is not to be wise. Many men know a great deal, and are all the greater fools for it. There is no fool so great a fool as a knowing fool. But to know how to use wisdom is to have wisdom.

—CHARLES HADDON SPURGEON

Forum Topic of the Week

A 50th Star... for Hawaii?

A pro and con discussion:

Should Hawaii be admitted to the Union this year as our 50th state?

THE QUESTION AT ISSUE

On January 7, the same day that Alaska's new Senior Senator E. L. Bartlett was sworn into the U. S. Senate, he told *Senior Scholastic:* "I hope history will record Hawaii's admission this year. My endorsement of immediate Hawaii statehood is unqualified."

Last week Senator Dennis Chavez (Dem., N. M.) told *Senior Scholastic:* "Hawaii should be admitted to statehood—the sooner the better."

Amid such enthusiastic endorsements, the hopes of Hawaiians who want statehood have risen to new highs. These hopes have risen before—in vain.

Hawaii, for example, might have been our *32nd* state! Back in 1854, when there were only 31 states, Hawaii's King Kamehameha III asked Congress to make his country a U. S. state. Congress declined to act. A similar request came in 1893 from Americans who had overthrown the king's government and set up a republic. Again Congress said no.

In 1898, Hawaii became a U. S. possession—and two years later a U. S. Territory. With territorial status, the people of Hawaii were able to elect a legislature of their own. But they could not vote for U. S. President or send voting representatives to Congress. So they kept asking and asking for statehood. (Alaska's first plea for statehood: 1916.)

Three times—in 1947, 1950, and 1953—Hawaii got nearly half-way there. In those three years, the House of Representatives approved Hawaiian statehood bills. But the Senate failed to approve them. In 1956 the platforms of both the Republican and Democratic parties included planks favoring Hawaiian statehood. Still no favorable action came from Congress.

Hawaii, becoming impatient over the years, "jumped the gun" in one respect in 1950. This is how it happened: Under the procedures by which a territory may become a state, the territorial legislature asks Congress to pass an Enabling Act (which "enables" or authorizes the territory to hold a constitutional convention). If Congress passes such an act, the convention then meets and writes a state constitution. If the people of the territory approve the constitution in a special election, the President of the U. S. issues a call for election of state officers. After these elections are completed, the President issues a proclamation declaring the territory a state.

In Hawaii's case, Hawaii went ahead in 1950 and called a constitutional convention without waiting for Congress to pass an Enabling Act. After a constitution was written, it was submitted to Hawaiian voters —who approved it overwhelmingly (82,788 to 27,109). Thus Hawaii is in the unique position of having its constitution ready and waiting.

There are some people, however, who question the advisability of statehood for Hawaii. As Senator Henry Dworshak (Rep., Idaho) told *Senior Scholastic:* "With a population of 578,000, non-contiguous land mass, and questionable [Communist] control of workers, Hawaii presents many problems."

Here are arguments on both sides of the question: Should Hawaii be admitted to the Union this year?

FOR!

1. Hawaii is fully prepared to take on the responsibilities of statehood.

"I am proud to be the sponsor of the Senate bill which would admit the populous and prosperous American territory of Hawaii into the union as a state," *Senior Scholastic* was told by Senator James E. Murray (Dem., Mont.), chairman of the Senate's Interior and Insular Affairs Committee.

"I have visited each of the islands of this last remaining incorporated territory personally," Senator Murray told us, "and over the years have given the matter careful study. I am convinced that the approximately 600,000 American citizens of Hawaii meet each and every one of our historic tests for statehood. The overwhelming majority of the Hawaiian people, furthermore, want statehood and are ready, willing, and able to support it."

The population of Hawaii is 84 per cent native-born American citizens. They speak English, go to American-style schools, dance to U. S. music, read American books, wear American clothes, and see U. S. movies. Honolulu (pop. 300,000) has wide, paved streets, large buildings, and homes with modern comforts which compare with the best in any U. S. state.

In island elections, approximately 90 per cent of those Hawaiians eligible to vote actually do vote. This is a far better record in good citizenship than most states can boast. The U. S. average is only about 60 per cent!

One of the Senators from Hawaii's nearest neighbor state, Clair Engle (Dem., Calif.), told *Senior Scholastic:* "Hawaii has been ready for statehood for a long time. I believe it has met all the historic tests of readiness. This was confirmed and emphasized by the findings of a Congressional committee which visited the territory in November and December. Their findings should . . . convince Congress that a law be enacted this year making Hawaii our 50th state."

2. The people of Hawaii pay Federal taxes but cannot share in making Federal decisions.

Hawaiians pay more to the Federal Government in taxes than do *ten* of our present 49 states! And, according to the *Congressional Digest,* Hawaii "pays consistently into the Federal Treasury a larger amount than the Federal Government has spent upon the Territory, not including national defense."

Yet Hawaii has no vote in the Congress levying such taxes. Is this fair?

Hawaii has 578,000 people—more than Delaware, Nevada, Vermont, Wyoming, or Alaska! Is it fair to make this many people share the costs of our Federal Government—and then deny them the right to vote for President, the right to a voting voice in Congress, and the right to elect their own governor?

Herblock in Washington Post

Would other overseas states be next?

"It is the right of every free people to participate in their own government," George Meany, president of the AFL-CIO, told *Senior Scholastic.* "As a territory, Hawaii is now denied voting representation in Congress. I believe that Americans of every political persuasion, of every economic level, and of every social condition recognize the right of

(Continued on page 24, col. 1)

AGAINST!

1. Hawaii is too undeveloped to deserve statehood at this time.

"Every informed person will acknowledge the courage and the sacrifices of the Hawaiian veterans in both World War II and the Korean conflict. . . . [But] sacrifices on the battlefield do not constitute legitimate political, economic, or social premises for the admission of Hawaii to statehood."

So states one of the first paragraphs of U. S. House of Representatives Report 2700—a minority report submitted last August by those members of the House Committee on Interior and Insular Affairs who oppose statehood.

"Statehood," continues the report, "becomes a permanent status that cannot be amended or revoked. Article V of our Constitution is not amendable . . ."

Some Congressmen doubt that Hawaii could pay its way as a state. They point out that Hawaii has few factories and hardly any minerals. Senator A. Willis Robertson (Dem., Va.) puts it this way: "Of Hawaii's total land area, only about one tenth is suitable for cultivation—and the types of cultivation which can be applied are limited. . . . Sugar and pineapples are the chief sources of revenue, but witnesses from the islands have admitted that there is little prospect of further development of these sources."

As Senator Strom Thurmond (Dem., S. C.) puts it: "In admitting Alaska to the Union, Congress has taken a great gamble. It is not logical to reason that since we have taken one big chance we should immediately take another. To the contrary, the heart of wisdom demands that we learn from our experience with Alaska what the problems of admitting overseas territories are before pursuing this course further."

2. Hawaii is too remote from U.S. continental limits to become a state.

The nearest of the Hawaiian islands is 2,400 miles from San Francisco, California. The islands themselves stretch across 1,650 miles of ocean. In contrast, Alaska is only 800 miles from the nearest of our other states.

"I believe it would be dangerous and undesirable to expand the borders of the United States beyond the North American continent," Senator Robertson states. Our government "was not based on an empire concept . . . [whereby] we would reach out across the Atlantic or the Pacific to add additional territory to our Union. We cannot afford now to create fears that we have an empire complex and will extend our boundaries into the Orient and elsewhere."

Once Hawaii became a state, Congress might soon be barraged with demands for statehood for Guam, Wake Island, the Virgin Islands, Puerto Rico, and other possessions.

Furthermore, we cannot overlook the fact that most of the people of Hawaii differ ethnically from the majority of people in the U. S. Only one fifth of Hawaii's people are white families that came from the U. S. mainland. Another fifth are descendants of brown-skinned South Sea islanders who were the original Hawaiians. The rest come mostly from Asia—Filipinos, Chinese, Japanese, and Koreans—with the Japanese the largest single group (37 per cent).

"We have in Hawaii," says Senator Robertson, "a racially mixed population brought together not by common ideals and aspirations but as a result of efforts to find the cheapest available labor for an economic system dominated by a

(Continued on page 24, col. 3)

Senior Scholastic map

Argentina is one third as large as U. S., has a population of about 20,000,000.

Wide World photo

Students rioted last October against unpopular government decree. Photo shows demonstration in Tucuman. Student being carried was hit by policeman's bullet

Wide World photo

About 95 per cent of Argentina's exports are agricultural products. Chief among these is beef, grown on vast pampas.

ARGENTINA ...

What's at Stake in the Land of Beef

Three years after winning her freedom from ruinous dictatorship, Argentina still struggles to make an economic comeback

ARGENTINA's economy is weak and ailing. Years of mismanagement by a government dictatorship have come close to draining the lifeblood from one of the richest lands in South America.

Last month 15 "doctors" joined forces to give Argentina a "transfusion" of economic "blood": $329,000,000 in foreign loans. It was the largest single financial "transfusion" ever administered to a Latin American country.

The 15 "doctors" contributing the money included three U. S. Government agencies, ten U. S. private banks, one Canadian private bank, and an international banking organization.

Why was this financial aid necessary? Argentina had been suffering from (1) a shortage of goods, (2) inflation, and (3) lack of money with which to make purchases abroad. All three worked together to ruin the economy:

1. Argentina was not producing enough to fill the needs of the people. People bid against each other for scarce goods and prices went skyrocketing.

2. As prices went higher, wages followed. The government then tried to meet its need for money by printing more pesos (Argentina's unit of currency). Result: the value of the peso plunged.

3. To increase the amount of available goods, Argentine businessmen made heavy purchases abroad. But Argentine exports were insufficient to pay for these imports. The country went deeply into debt.

The $329,000,000 will help pay off Argentina's debts to other countries. But it can't cure the illness of underproduction and inflation. Argentine President Arturo Frondizi is well aware of this. He has just taken a drastic step designed to increase the output of goods and put the country back on a solid financial footing.

That step was to free the peso from exchange controls, and make it freely convertible with other currencies. This made the peso worth even less in relation to the U. S. dollar. Thus, Argentines now must pay still higher prices for the goods they buy, while foreign buyers benefit from lower prices for the same goods in terms of outside currencies.

Why did Frondizi take a step which benefits foreign buyers but hurts consumers at home? He reasoned as follows:

Sacrificing for Tomorrow

To increase her own production of manufactured goods, Argentina must import more machinery and raw materials. These imports must be paid for with increased exports of meat, grains and other important Argentine products. By raising the prices of these products at home, Argentines will buy less, making more available for export. And foreign buyers will be tempted to purchase more because the prices *they* pay have been lowered.

The resulting rise in exports will cause a rise in production. It will also bring in money needed for industrial development. Eventually, Frondizi believes, Argentina can produce and import goods in plentiful amounts, and sell them at prices Argentines can afford to pay.

But this is for the future. In the meantime, Frondizi warns, Argentines must be willing to undergo "two years of hard work and sacrifices." Otherwise, he says, the country is doomed to a future "without material progress or peace or democracy."

Reaction to Frondizi's belt-tightening program has been sharply divided. Argentine businessmen (whose export sales are picking up) have applauded Frondizi for "facing up to economic reality." But labor unions are demanding huge pay increases in order to meet the higher cost of living. Opponents of Frondizi have accused him of lowering Argentine living standards for the benefit of U. S. bankers.

This hostile attitude toward U. S. loans is not shared by most Latin Americans. In fact, they think the U. S. should invest much more money in their underdeveloped countries. At the same time, they do not want a return of the old "dollar diplomacy." Until the 1930's, the U. S. sometimes interfered in the economic life of Latin American countries.

Since then our Government has been making strenuous efforts to erase the memory of those days. It seeks to make clear that U. S. loans are designed to help Latin American nations help themselves, not to exploit them. Exploitation only makes enemies. But economic cooperation makes friends and sturdy allies. It also makes for good business.

How the Trouble Started

These points were emphasized in a recent report by Dr. Milton Eisenhower, the President's brother, after his fact-finding tour of Latin America. The importance of friendly economic ties was also stressed in discussions between President Frondizi and U. S. officials in Washington this month. The Argentine chief of state is just completing an official visit to this country.

How did Argentina get into her present economic straits? The answer rests with Juan Domingo Peron, dictator-president of Argentina from 1946 to 1955. Peron shattered the nation's economic and political life to such an extent that today—more than three years after his overthrow—a democratic government is still glueing the pieces together.

Let us trace the rise and fall of Peron, and the events following his dictatorship.

Peron's destiny began to take shape in the early 1940's. He was then a young, ambitious army colonel. But his ambitions were along political rather than military lines.

Those were troubled times in Argentina. The country was undergoing an economic depression. There was dissatisfaction with the Conservative party, which had been in office since 1931, and had itself obtained power by armed revolt. In June 1943 the Conservatives were booted out by an army revolt. General Pedro P. Ramirez was installed in the presidency.

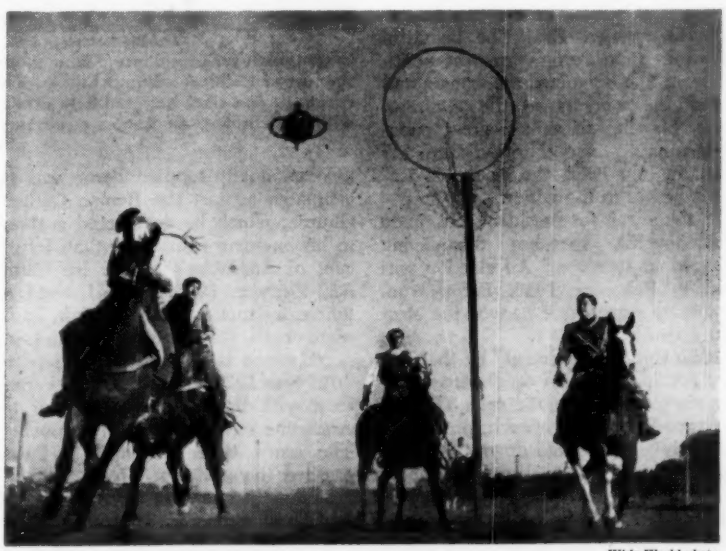
Pulling the strings behind the scenes of the revolt was a group of fascist-minded officers. Their leader: Colonel Juan Peron, then still unknown to most Argentines.

President Ramirez apparently was not tough enough to satisfy Peron's group, for in February 1944 he was replaced by Edelmiro Farrell. But the real power was concentrated in the hands of the new vice-president, Juan Peron.

Rise of Peron Dictatorship

Under the Farrell-Peron regime, nearly all civil liberties were abolished. The opposition was silenced by terrorism and arrest. Argentine relations with the U. S. and democratic nations in Latin America became severely strained. U. S. officials accused the Farrell-Peron government of supporting the Axis powers (Germany, Japan, and their allies) in World War II. In July 1944 Washington recalled our ambassador to Argentina. Trade between the U. S. and Argentina was halted.

This stiffened attitude on the part of the U. S. had some effect. For in March 1945—only five months before the end



Wide World photo

Gaucho game of *el pato* is something like basketball on horseback. Team scores by flinging ball (which has six leather handles) into basket of opposing team.

of World War II—Argentina declared war on Germany and Japan. Argentina's relations with the rest of the Americas improved slightly.

By then Peron was undisputed boss of Argentina. Farrell, though still president, had become a mere figurehead. Peron, in addition to being vice-president, was also minister of war and secretary of labor. These posts gave him control of the two major forces in the country—the army and labor.

As minister of war, he was in a position to promote his favorites and punish any officers suspected of disloyalty to him.

As secretary of labor, he undermined the free trade unions and set up a government-controlled labor organization. He built its membership into the millions. His henchmen were put in charge.

Peron wooed the poorly paid *descamisados* (shirtless ones) with higher wages, shorter working hours, lower rents, and better housing. He won labor's affection by inviting working families to come to his office to discuss personal problems. Often they walked out with a handful of money.

Labor repaid Peron with its loyal support. In October 1945 when army leaders, incensed with Peron's high-handed tactics, threw him into jail, the workers rose to his rescue. They staged mass demonstrations and threatened a nation-wide strike. The army leaders had to release Peron from jail.

Chief organizer of the pro-Peron demonstrations was a young actress, named Eva Marie Duarte.

Argentine Economy Topples

Immediately after Peron's triumphant release from prison, he did two things:

1. He married Eva. The beautiful actress became Peron's greatest political asset. She organized the women and rallied the workers to the *Peronista* cause. She herself gained great popularity running huge charities. Until her death in July 1952, the clever "Evita" was a power in the nation.

2. Peron ran for president. He made rabble-rousing speeches denouncing "*Yanqui* imperialism." An election was held in February 1946. Peron won. Observers agreed that he won the election honestly.

With this "endorsement" by the people, Peron proceeded to discard every semblance of democratic rule. The last traces of freedom of speech, press, and assembly were washed down the drain. The right to a fair trial was smashed.

Peron wanted Argentina to be a great industrial nation. So he set up a government agency to sell grain and meat abroad. It robbed Peter to pay Paul. It paid low prices to the farmer and then used its ill-gotten "profits" to import raw materials and industrial machinery. These were sold to favored manufacturers. High tariffs protected new industry from foreign competition.

But the plans backfired. For one thing, the factories were badly managed. For another, the price of beef and grain fell on the world market. When the foreign market collapsed, Argentina's food production declined sharply. The hard-pressed farmers became more bitter than ever against Peron.

Industry suffered, too. With the drop in sales of beef and grain abroad, the country could no longer afford to import raw materials. Factories closed. Manufactured goods became scarce. Prices blew up to seven times what they had been when Peron seized power. To keep the workers contented, Peron raised wages again and again, thus making inflation worse.

Pictorial Publishing Co. photo

In campaign for presidency, Frondizi had support of Communists and followers of Peron. He has since angered both groups with steps aimed at economic recovery.

What finally toppled Peron was his campaign against the Roman Catholic Church, which he considered a threat to his one-man rule. More than 90 per cent of Argentina's people are Catholics. Early in 1955, Peron banned religious instruction in the schools, had a number of priests arrested, and imposed heavy taxes on Church property.

In June 1955, at the height of Peron's feud with the Church, a part of the Argentine navy and air force rebelled. The army, then still loyal to Peron, crushed the uprising.

Peron then sent out mobs to set fire to Church property. That was the last straw. In September 1955 members of all *three* branches of the armed forces —aided by thousands of civilians fed up with the dictatorship—staged a successful rebellion. Peron fled into exile. He now travels from country to country, spending the immense fortune he secretly stashed away in foreign banks while in power. He connives with diehard Peronistas in Argentina who still seek his return.

General Eduardo Lonardi, a leader of the Argentine rebels, succeeded Peron as head of the government. But Lonardi was found to be too conservative by the more liberal and democratic military officers. They forced his retirement in November 1955, and installed a middle-of-the-road regime under General Pedro Aramburu.

The new military government was faced with two gigantic tasks: preparing the way for democracy, and cleaning up the waste, debt, and confusion left by a decade of corruption under Peron. The national treasury was empty. Industry and agriculture were run down.

Aramburu, in power for only two-and-a-half years, did not succeed in restoring the economy to full health. Nevertheless, his regime is credited with some solid accomplishments. Peron's yes-men in parliament were impeached on charges of treason. Peronistas who had amassed fortunes by corrupt methods were convicted. Freedom of the press was reestablished. Foreign trade was taken out of the hands of government agencies and returned to private business. A Peronista counter-revolution was crushed in June 1956.

Supported by Communists

The most significant achievement was the restoration of democratic government. Last February Argentina held its first free elections. The new president by a landslide: Dr. Arturo Frondizi, a well-known lawyer, economist, and politician.

Interestingly enough, Frondizi's own party won only one quarter of the votes in the election. Frondizi gained a majority by appealing for the support of 200,000 Communists and about 2,000,000 workers still loyal to Peron. Frondizi promised nationalization (state ownership) of certain industries, and higher wages—just as in the "good old days under Peron." The ex-dictator let it be known from his exile that he backed Frondizi. Some observers believe Peron wanted to "use" Frondizi to return to power.

The new president—an outspoken critic of Peron while he was dictator—was accused of "selling out" to the anti-democratic Reds and the Peronistas. Frondizi replied that he had asked for Communist and Peronista support because "a politician's first duty is to be elected." Moreover, he hoped to wean the Peronistas away from their exiled

leader and persuade them to cooperate in restoring the nation's still shattered economy.

That, however, was easier said than done. Frondizi was unable to reconcile the Peronistas with the anti-Peronistas. The moment he favored one group, the other would hotly protest.

When Frondizi decreed a 60 per cent pay boost for labor, businessmen charged him with feeding inflation and plunging the nation into bankruptcy. Eventually he decided that wage increases were ruining the economy. Firm steps would have to be taken.

Steps Taken by Frondizi

The first of these steps was one which, oddly enough, Frondizi had opposed when Peron tried to take it some years earlier. Last August Frondizi signed $1,000,000,000 worth of oil development contracts with U. S. firms. Beneath Argentina's soil is enough petroleum to supply the country's needs for at least 30 years—possibly longer. But Argentina lacks the technicians and equipment necessary to drill for the oil herself. Result: the country has been producing only one third of its own petroleum requirements, and spending more than $300,000,000 a year to import the rest.

Crackdown on Profiteers

Frondizi pointed out that this huge drain on Argentina's financial reserves could be halted by hiring U. S. companies to bring the oil riches to the surface. The Peronistas and Communists, however, were determined to keep out the "*Yanqui* oil imperialists." Thus, when U. S. oil men began to arrive last November to begin drilling, the Red and Peronista unions called for nation-wide protest strikes. Frondizi reacted firmly. He called on the army to put all railroad workers under military authority.

Nor was this all. The army also cracked down on profiteering merchants who had been charging exorbitant prices for scarce goods. This month Frondizi delivered his most devastating blow against the men he had once wooed with glowing promises of high wages. He made the peso freely convertible, creating a steep rise in consumer prices.

Protesting this move, Peronista and Red leaders set off nation-wide strikes that tore the country on the eve of Frondizi's departure for the U. S.

Will Frondizi's stiff program to increase production pay off in the long run? If it does, Argentina can look forward to a future of prosperity and stable democratic government. If it doesn't, the tender roots of Argentine democracy may find little nourishment.

The Gaucho Rides a Jeep

Three Lions photo

***Yerba mate* is drink of gaucho.**

CATTLE outnumber people by more than two to one in Argentina. In normal times, a thick, sizzling *biftec* is part of an Argentine's daily diet. Not so today. The price of meat has gone sky-high. The beef Argentines can't afford to buy is exported. The money earned abroad is used to import machinery and raw materials needed for industry. Beefless meals are the price Argentines must pay for economic development.

Argentina's beef is raised on the pampas, the fertile, grass-carpeted prairie that forms a vast semicircle around Buenos Aires, the capital. The *gaucho*—Argentina's colorful version of the cowboy—used to roam the pampas freely on horseback, herding wild cattle. His diet was mainly boiled or roast beef and a strong tea called *yerba mate*, sipped through a silver tube.

The gaucho's menu has changed little over the years. But much else in his life has. Today he is merely a ranch hand, rounding up cattle kept on huge, wire-enclosed ranches called *estancias*. On some estancias the jeep has replaced the horse. This results in greater efficiency. But it hardly makes for the romantic life described in many a gaucho song and story.

Food Basket of South America

Many of the estancias are farms, owned by wealthy landlords and worked by poor sharecroppers. The temperate climate and rich soil of the pampas make it easy to raise large crops of corn, wheat, and flax. These products, along with beef, are exported—mainly to Britain. Agricultural products make up 95 per cent of Argentina's exports.

Buenos Aires, on the edge of the pampas, is the center of Argentina's economic, political, and cultural life. With a population of almost 4,000,000, the city is the country's leading port. It boasts a world-famous opera house, a large university, museums, and libraries.

North of the pampas—and closer to the equator—is the sub-tropical Chaco region. There sugar, rice, and cotton are grown.

Tobacco, oranges, lemons, and grapefruit are raised in the northeast. This region is known as Mesopotamia, or "land between two rivers"—the Parana and the Paraguay.

Lacks Coal and Iron for Industry

Stretching southward from the pampas to the frigid tip of Argentina is Patagonia, a high plateau that provides grazing for about 20,000,000 sheep. Argentina is the world's third-largest sheep-raising country. Wool is another great source of export earnings.

In the towering Andes mountains along the Argentine-Chilean frontier, small quantities of tungsten, gold, silver, copper, and other minerals are mined. Argentina has sizable petroleum reserves, but little of the iron and coal needed for heavy industry. She must import most of her manufactures. The government has a stiff tax on new automobiles. Old used cars are everywhere. Their vintage startles visiting Americans.

Only one out of ten Argentines is Indian or part Indian. More than three quarters of the people are of Spanish or Italian origin. Large numbers of Frenchmen, Englishmen, Germans, and other Europeans also have made Argentina their home, adopting Spanish as their language and the tango as their national dance.

Spain began colonizing the country in the sixteenth century. Under the leadership of General Jose de San Martin, Argentina won her independence in 1816. But, as is true of most Latin American nations, through much of her history, Argentina has seesawed between dictatorship and democracy.

Hubenthal in San Francisco Examiner

What Kind of Jinni, Slave or Master?

Labor legislation is one of the big problems facing the Eighty-Sixth Congress

LABOR...

Where Does It Go From Here?

REMEMBER the story of Aladdin and his magic lamp? A powerful jinni (magic spirit) lived inside the lamp. When Aladdin rubbed the lamp, the jinni poured out of it in a cloud of smoke. The jinni was Aladdin's slave. With the jinni's assistance, Aladdin won a fortune, a castle, and a beautiful wife.

What would have happened if the jinni had demanded payment for his services? Political experts say the Democratic party has good reason to ponder this question. For it, too, has a jinni—America's labor unions.

With the backing of labor, the Democrats swept last November's general elections. Labor contributed about $3,500,000 to the campaign chests of favored candidates (mostly Democrats). Today, labor is taking the jinni's share of credit for the Democratic victory. Does it expect payment for its efforts?

The AFL-CIO, a federation containing most U.S. labor unions, claims that the election was a green light for Congress to make "broad progress on the social welfare front." To set this program rolling, the AFL-CIO has demanded that Congress boost the U.S. minimum wage.

Under present Federal law, any industry engaged in interstate commerce must pay its workers not less than $1.00 an hour. The AFL-CIO now wants the minimum wage raised to $1.25 an hour.

The AFL-CIO also asked Congress to grant more Social Security benefits, more unemployment insurance, medical benefits, and more loans to areas of the nation that suffer from poor economic health. It also wants Congress to overhaul the Taft-Hartley Act (*see page 17*).

Labor's Political Power

Will Congress pass this legislation? George Meany, president of the AFL-CIO, issued a warning last month. If Congress ignores labor's proposals, he cautioned, labor would establish a third political party. He warned that labor "is going to be just as political as it has to be to win its objectives."

A labor party is nothing new in American history. The world's first labor party was set up in Philadelphia in 1828. It was called the Workingmen's party. Other U. S. labor parties were: the Labor Reform party (1872), the Union Labor party (1888), the Socialist Labor party (1877 to the present), the Socialist party (1900 to the present), and the American Labor party (1936).

At present, many experts believe that labor will *not* have to form a third party to get what it wants. In recent years, labor has followed a policy established by Samuel Gompers, first president of the American Federation of Labor. He believed that labor parties were ineffective. Instead, he supported all politicians friendly to labor—no matter what their party. His motto: "We must be partisan for a principle and not for a party."

Last fall, for example, the AFL-CIO's Committee on Political Education (COPE) rated each member of Congress "right" or "wrong" according to his voting record. Purpose of the rating: to help the rank and file select Senators and Representatives who had voted in the best interests of labor. More than 10,000,000 copies of the report were distributed to union members.

Another example of labor's power was the outcome of the vote on "right to work" laws in last fall's general elections. Such laws would outlaw the union shop. They were on the ballot in six states.

Labor leveled its propaganda guns against the right to work laws. It is reported to have spent several million dollars in this campaign. Experts say the barrage helped defeat right to work laws in five of the six states. Only

Kansas voted for the right to work law. It was the nineteenth state to do so.

Labor also wields political power through the *lobby*. Lobbies are organized groups that try to influence Congress. They are often called *pressure groups* because they attempt to exert "pressure" on Congress to pass or defeat certain bills. Largest single lobby spender of 1957 was the AFL-CIO.

The Stumbling Blocks

Will labor's political power pay off this year? The Democratic party is traditionally the "party of the working man." (The Republican party is traditionally the "party of business.") The Democrats hold a top-heavy majority in both houses of Congress. But Speaker of the House Sam Rayburn (Dem., Tex.) and Senate Majority Leader Lyndon Johnson (Dem., Tex.) are conservatives. Political experts say they will exert a restraining hand.

Opposition to labor's proposals for legislation may also come from President Eisenhower. Many labor goals would require the expenditure of vast sums of money by the Federal Government. But President Eisenhower has gone on record that he will fight to cut Government spending. His goal: a balanced budget.

Political experts predict that the President will probably veto labor bills he considers too expensive. It may prove difficult for Congress to raise the needed two-thirds vote in both houses to override such a veto.

America's businessmen also will oppose labor's demands for legislation. Business still exerts a powerful influence on Congress. Its combined expenditures on lobbies are far above any other group's. In 1956, business groups spent more than $2,000,000 on lobbies. Labor and other employee groups spent a total of only about $750,000. America's two largest business organizations are the Chamber of Commerce of the United States and the National Association of Manufacturers.

Featherbedding—Made Work

The Chamber of Commerce has declared its opposition to raising the minimum wage. Its position: if the minimum wage is increased, *all* wages would have to be boosted to keep other workers happy. To make up for the wage boost, manufacturers would have to raise prices. This would increase the cost of living, adding fuel to inflation.

The Chamber of Commerce—and many economic experts—maintain that all wage increases should be pegged to a rise in productivity. If wages are raised ten per cent, they say, each worker should raise his productivity by ten per cent. The Chamber of Commerce argues that unions are hampering increased productivity through *featherbedding*.

What is featherbedding? It is "making" work—an intentional slow-down of work or the forced hiring of unneeded workmen on a job.

Let's look at some examples of featherbedding: A bricklayer can lay about 1,000 bricks a day. But union rules forbid a bricklayer to lay more than 500 bricks a day. Painters, too, "make" work for themselves. They refuse to use paint brushes more than four inches wide or paint spray guns. Carpenters refuse to hang and fit more than a certain number of doors a day.

Railroad unions require a fireman in a diesel locomotive, although there is no fire to stoke. Newspapers that use advertising plates furnished by advertising agencies don't save any money. Printing unions require such ads to be set in type anyhow. After these "bogus" ads are proofread and corrected, the type is dumped.

Why do some unions favor featherbedding? They claim that there is only so much work to go around. They say this "limited" work should be shared among as many workers as possible.

Management experts dispute this reasoning. They say that the amount of work is not limited. If work is done efficiently, output is increased. This means that wages can be raised and prices can be lowered. And lower prices stimulate sales. *More* workers would have to be hired. Everybody would benefit—labor and the consumer.

Labor Funds—Shark Bait

These arguments for and against new labor legislation will help make labor one of the hottest issues facing the Eighty-sixth Congress. Another hot issue: labor racketeering.

Almost all America's unions are law abiding. In recent years, however, racketeers have infiltrated a handful of unions. Congress is now debating bills aimed at weeding out these racketeers from the ranks of labor.

Two years ago a Senate investigating committee was set up to probe alleged illegal activities by a few labor unions. The committee was headed by Senator John L. McClellan (Dem., Ark.). It consisted of four Democrats and four Republicans. Its findings made headlines from coast to coast. (*Turn page*)

Carmack in Christian Science Monitor

Some Economists Say Labor-Management Cooperation Is Key to Future Prosperity.

Hubenthal in Detroit Times

Strength of Uncle Sam's muscles depends on free unions, free of corruption.

The McClellan committee's major target was the International Brotherhood of Teamsters. The Teamsters union is the largest and most powerful union in America. It has 1,600,000 members. Its power extends into all industries depending upon trucks to haul supplies and freight. Its motto: "If you got it, the Teamsters brought it."

The McClellan committee heard testimony that several Teamster officials were siphoning union welfare funds into their own pockets. Other officials were allegedly "loaning" union money to friends. In one instance, Teamster officials loaned $40,000 to a man who could not obtain a bank loan because he had been arrested 22 times. The Teamsters also awarded a lifetime pension of $12,600 a year to a convicted extortioner.

Union welfare funds were the bait that attracted the labor sharks. These funds now total $30,000,000,000. The McClellan committee estimated that over the past 15 years, a few corrupt union officials have stolen, embezzled, or misused more than $10,000,000 in union funds.

Labor Cleans House

How did the racketeers manage to invade these labor unions? The McClellan committee's answer: Because there was a lack of democracy in some unions. Result? The rank and file lost control over their leaders.

Some unions, for example, had not held an election for several years. Even if the rank and file were dissatisfied with their leadership, they had no opportunity to replace union officials. Some unions were headed by convicted criminals. Others were "family unions." Members of a single family held all offices.

The McClellan committee's findings shocked the nation. Labor leaders, too, were dismayed. AFL-CIO president George Meany stated: "We thought we knew a few things about trade union corruption, but we didn't know the half of it, the tenth of it, or the one hundreth of it."

The AFL-CIO took drastic action to clean its own house. It ordered the Teamsters union to rid itself of racketeers. When the Teamsters did not comply with this order, the union was expelled from the AFL-CIO.

But expulsion had no effect on the Teamsters. For the AFL-CIO can only expel—not punish—a member union. Today, the AFL-CIO is urging Congress to deal with labor racketeering by law. Labor wants to rid itself of racketeers. It fears that the racketeers in a few unions will give all unions a bad reputation.

Curbs on Corruption

Congress went into action last year. It passed a law that requires unions to file annual financial reports with the Secretary of Labor. But the new law has dull teeth. It does not provide for ways to investigate the truth of the financial reports. Nor are penalities set up for embezzlement of union funds.

The Eighty-sixth Congress is now considering new ways to curb union corruption. Experts predict that Congress will pass a law requiring unions to inform the Secretary of Labor of all financial transactions. Such a law also would require employers to account for all expenditures on labor relations. Strict penalties would be provided for false reports or embezzlement.

Another law may be passed to provide for frequent union elections. This would allow the rank and file to keep a tight rein on their officials. In addition, convicted criminals may be barred from holding union offices.

Meanwhile, the Federal courts also have declared war on union racketeers. Last January, several members of the Teamsters union went to court after James R. Hoffa had been elected Teamsters president. They contended that the election had been "rigged" in Hoffa's favor.

The suit asked that the Federal District Court compel Hoffa to step down from the presidency. The settlement, however, was a compromise. The complaining Teamsters agreed to allow Hoffa to keep office until another election could be held. Hoffa agreed to have three "monitors" supervise a clean-up of the Teamsters union.

The complaining Teamsters were allowed to select one of the monitors. Hoffa picked the second monitor. Then the two monitors selected a third monitor. The three monitors were authorized to issue "orders of recommendation."

The Federal District Court has ruled that Hoffa must obey these orders—or step down from the presidency. The court also postponed any new election until the monitors are satisfied that the Teamsters have cleaned house.

"Organized Cooperation"

Meanwhile, Hoffa has announced that he intends to unite all the nation's transport unions (trucking, shipping, aviation, and railroading) into one mammoth organization. He also plans to organize the nation's 2,000,000 state, county, and municipal employees. At present, however, his hands are full answering the questions of his three monitors.

Where do America's labor unions go from here? Sumner H. Slichter, a Harvard economist, has an answer. If our economy is to continue to expand, Mr. Slichter says, management and labor must work together. At present, labor and management are at war. In some companies, management is trying to get as much productivity as it can from labor. But the workers are holding back.

This struggle over productivity is highly wasteful. Mr. Slichter's solution: "organized cooperation." Under one plan for raising productivity, employees are awarded a bonus for increasing output per worker. Result? Everybody works harder, Mr. Slichter says. Workers would criticize management for *not* devising ways to speed production. The slacker and the "goldbricker" would meet with disapproval from both management and labor.

Meanwhile, labor is pressing its demands on Congress. What does labor want? Samuel Gompers once answered this question with a single word: "More"—meaning more pay and privileges. But the battlefield has shifted. As George Meany has said: "The scene of battle is no longer the company plant or the picket line. It has moved into the legislative halls of Congress and the state legislatures."

Labor Unions and How They GREW

THE American labor movement stretches its roots far back into our history. The first strike—of printers in New York—took place in 1786. America's first union, the Federal Society of Journeymen Cordwainers (shoemakers), was organized in Philadelphia in 1792.

Why did unions come into being? Early working conditions were poor. Hours were long, and wages were low. The individual worker could do little to alter these conditions. His bargaining power was weak. If the worker complained too much, he was fired.

To strengthen their bargaining power, some workers decided to bargain as a union with their employer. This was called *collective bargaining*. If the employer still refused to grant their demands, the workers went on strike. It lasted until one side gave in.

Labor Magna Charta

The first major labor organization in the U. S. was the Knights of Labor (K. of L.). It was organized in Philadelphia in 1869 by Uriah Smith Stephens. The K. of L. admitted all workers—and even farmers. At the height of its strength, the K. of L. had about 700,000 members. But its policy of organizing all workers—skilled or unskilled—did not please all labor leaders.

One of the displeased labor leaders was Samuel Gompers. He felt that a union would have more bargaining strength if it were organized along *craft* lines with blacksmiths, shoemakers, bricklayers, etc., in separate unions. He also believed that unions should stay out of politics. He did feel, however, that unions should "reward their friends" in government by voting for them regardless of party.

This policy of Gompers and others led to the formation of the Federation of Organized Trades and Labor Unions in 1881. This became the American Federation of Labor (AFL) in 1886. Gompers was its first president.

In 1935 labor's right to bargain collectively was guaranteed by Federal law. Congress passed the National Labor Relations Act (also called the Wagner Act). This law forced employers to recognize duly-elected unions and bargain with their representatives.

The Wagner Act opened vast horizons for expanding the labor movement. But the leaders of organized labor began to fight among themselves about how the job ought to be done. Auto plants and other mass production industries were unorganized at that time. Some AFL leaders insisted that these industries be organized along craft lines.

Craft vs. Industrial Unions

Other AFL leaders disagreed. They argued that all the workers in an industry—no matter what their jobs might be—ought to belong to a *single* union organized along *industrial* lines, not craft lines. This single union would represent an entire industry. Its supporters said an industrial union would give its members a stronger bargaining voice than a craft union.

Labor leaders who favored industrial unions set up the Committee for Industrial Organization (CIO) within the AFL. They began organizing steel, auto, rubber, and other mass production workers into industrial unions. The CIO grew rapidly. So did dissension between the AFL and the CIO. In 1938, the AFL and CIO parted company.

The split between the two federations widened through the years. At the end of World War II, the two federations launched a series of bitter strikes for higher wages. The unions won their wages. But they also gained the distrust of many people who feared that unions had grown too powerful.

Upshot of this hostile feeling was that Congress passed the Taft-Hartley Act in 1947. This new law has aroused the wrath of labor leaders. Major union objection: the act outlawed the "closed shop"—one in which only union members could get and hold jobs.

The Taft-Hartley Act did allow the "union shop"—one in which anyone could get a job provided he joined a union within a specified time after getting the job. But the act also permitted states to outlaw the "union shop" with "right to work" laws. Such laws have been passed by 19 states.

AFL-CIO Merger

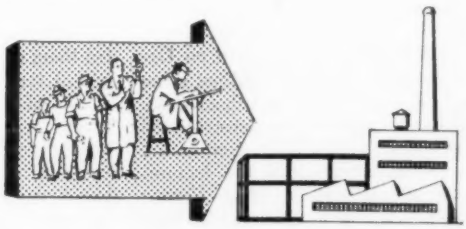
In December 1955, the AFL and the CIO decided to merge into one mammoth federation. George Meany, former president of the AFL became new president of the AFL-CIO. Walter Reuther, former president of the CIO, became a vice-president.

Today about 66,000,000 Americans are members of our labor force. About 16,000,000 workers are members of the AFL-CIO. Another 2,000,000 workers belong to unaffiliated unions.

INDUSTRIAL

One union organizes all workers in a plant or entire industry.

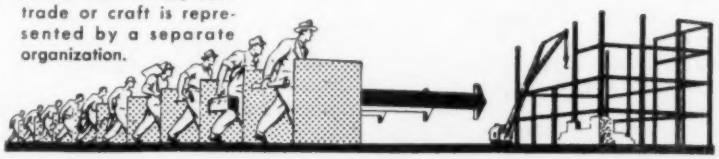
In the Industrial Union, all workers, skilled or unskilled, are represented by a single organization.



CRAFT

Different unions organize different trades or crafts.

In the Craft Union, each trade or craft is represented by a separate organization.



Drawings by Karoly and Szanto

Armed with microscope Pasteur conquered diseases that were ruining silk industry.

Pasteur...

He Tracked Down the Killers

Breakthroughs ... in Science

FOURTEENTH IN A SERIES

By ISAAC ASIMOV

LOUIS PASTEUR was born on December 27, 1822. He did not shine as a student in his early school days. In college he did only moderately well in chemistry. It was only after graduation, when he attended the lectures of Jean B. Dumas, a great French chemist, that he was fired with ambition. It was not until then that he decided to devote his life to science.

Pasteur began his research by studying two chemicals—tartaric acid and racemic acid. These chemicals seemed to be alike in every respect but one: tartaric acid had an odd, twisting effect on certain kinds of light; racemic acid did not have this effect.

Pasteur's friends laughed at him. Why worry about a little thing like that? But Pasteur did worry. He obtained crystals of both acids and studied them under a microscope. The crystals of tartaric acid were all identical. Those of racemic acid were of two types. One type looked like crystals of tartaric acid; crystals of the other type were mirror images of the first. (It was like looking at a pile of gloves, some right-hand gloves and some left-hand.)

With infinite patience, Pasteur separated the racemic acid crystals into two piles. The crystals that looked like tartaric acid crystals twisted light just as tartaric acid did. The other crystals also twisted light, but in the opposite direction.

Pasteur had discovered that molecules could be "right-handed" or "left-handed." Eventually this discovery led to a revolutionary new understanding concerning the structure of the important chemicals that make up living tissue.

Pasteur's achievement received immediate recognition, although he was only 26 at the time. He was elected to membership in France's distinguished Legion of Honor.

Why We "Pasteurize" Milk

In 1854 Pasteur became dean of the Faculty of Sciences at the University of Lille, in the heart of the vineyard country. There he became interested in the problems of France's important wine industry. Wine and beer often went sour as it aged. Millions of francs were lost as a result. Wasn't there some chemical that could be added to prevent this? The wine and beer people turned to the famous young chemist now in their midst.

Again Pasteur used the microscope. He looked at the dregs of good wine under the microscope, then compared them with the dregs of soured wine. Both contained yeast cells, but the shape of the cells was different. There was a special kind of yeast that soured wine.

This souring-yeast must be killed, explained Pasteur. Once the wine or beer is formed, heat it gently at about 120° F. That will kill any yeast still left, including the souring-yeast that might have gotten in during the wine-making. After that, stopper it and there will be no souring.

The wine-makers were horrified at the thought of heating wine. Pasteur set out to convince them. He heated some samples, left others unheated, and told the wine-makers to wait a few months. When the heated samples were opened they were all fine. The unheated ones had soured in a number of cases. The wine-makers stopped objecting.

Ever since, gentle heating to kill undesirable microscopic organisms has been termed "pasteurization." It is for this reason that we pasteurize the milk we drink.

Germ Theory of Disease

Pasteur, in the process of this research, decided that all fermentation and decay were the work of living organisms.

People objected to this theory. After all, even if meat is boiled to kill bacteria, it will still spoil if allowed to stand.

But, said Pasteur, there are germs

everywhere, and germs fall into the meat from the air.

Pasteur boiled meat extract and left it exposed to air, but the air could get in only through a long, narrow S-shaped flask neck. Dust particles (and germs) settled at the bottom of the S. The meat did not spoil. There were no germs in cooked meat. No decay took place without germs. Once and for all, Pasteur had disproved the theory of "spontaneous generation" (the belief that living organisms could originate from non-living material).

In 1865 Pasteur went to southern France to study a silk-worm disease that was threatening the entire hundred-million-franc-a-year industry.

Using his microscope again, Pasteur located a tiny parasite infesting silkworms and the mulberry leaves that were fed to them. Pasteur said: destroy the infested worms and leaves. Begin all over again with healthy worms and clean leaves and they will stay that way. It worked. The industry was saved.

Pasteur himself almost was not. He had a paralytic stroke in 1868, and for a while thought he was going to die. Fortunately he recovered.

"Savior of France"

In 1870 France was tricked into fighting a war with Prussia. The military might of the Prussians had been steadily developing under a policy of "blood and iron." The French were caught unprepared. Louis Pasteur immediately tried to enlist. His offer was firmly refused.

"Monsieur Pasteur," the army officers told him, "you are 48 and you have had a paralytic stroke. You can serve France better outside the army."

France was disastrously defeated. The conquering Prussians imposed an indemnity of five billion francs upon the French. The Prussians thought this would keep France helpless for years to come. France astounded the world by paying the indemnity in full within a year.

Where did France get the money? From the work of Louis Pasteur, who had saved France's industries and made her prosperous.

By now the discoveries of Pasteur were beginning to make sound sense to some doctors. They asked: What about certain human ailments? Was it possible that they were caused by picking up microscopic parasites?

In England, Joseph Lister, a surgeon, was heartsick over the fact that half his patients died of infection after surgery was successfully completed. In some other hospitals, 80 per cent of the patients died. Suppose, Lister reasoned, he were to "pasteurize" wounds and surgical incisions. Suppose he killed the germs in them as Pasteur killed yeast in wine.

Consultants for This Series

DR. JOHN R. DUNNING
Dean, School of Engineering
Columbia University, New York

DR. MAURICE EWING
Director, Lamont Geological Observatory
Palisades, New York

DR. ALFRED E. MIRSKY
Professor and Member
Rockefeller Institute, N. Y., N. Y.

DR. HERBERT C. BROWN
Professor of Chemistry
Purdue University,
Lafayette, Indiana

In 1865 Lister began to use carbolic acid on wounds. In three years he cut the death rate after surgery by two thirds. He had invented "antiseptic surgery." You imitate Lister every time you put iodine on a cut.

In 1871, after the war, Pasteur came to Lister's conclusion independently. He was appalled at the death-rate in military hospitals. He forced doctors (often against their will) to boil their instruments and steam their bandages. Kill the germs, he insisted, kill them. And the death rate fell.

(About 25 years earlier, an Austrian physician, Ignaz Semmelweis, had tried to force disinfection on doctors. Semmelweis cried out that doctors were murderers, carrying disease on their hands. He tried to get them to wash their hands with bleaching powder solutions before approaching a patient. Semmelweis got nowhere and died a failure in 1865 after accidentally infecting himself. He did not live to see Lister and Pasteur prove him right.)

Pasteur gradually adopted what we now call the "germ theory of disease." Every infectious disease, he decided, was caused by germs. It was infectious because germs could be carried from one person to another. Locate the germ, he said, find out how to fight it, and you've conquered the disease.

A German doctor, Robert Koch, developed techniques to grow disease germs outside the body. Together he and Pasteur learned to control disease after disease. Frenchman and German united to serve humanity. The 1880's were the most dramatic years of Pasteur's life. He learned to inoculate against the animal diseases of anthrax (which killed cattle and sheep) and chicken cholera, and how to protect man against the dread disease of mad dogs—hydrophobia.

Medicine Goes Modern

Dramatic as these were, they were only the natural consequence of the germ theory of disease, and it was Pasteur's early work which led to that. When Pasteur died on September 28, 1895, modern medicine had become a reality.

The germ theory of disease was probably the greatest single medical discovery in history. Once the germ theory was adopted, disease could be fought systematically. Drinking water could be boiled or chemically treated; sewage disposal became a science; sterile procedures were developed in hospitals and in the commercial preparation of food; disinfectants and germ-killers were developed; germ-carriers such as mosquitoes and rats were fought relentlessly.

In country after country, as these things were done, the death rate fell and life expectancy rose. In 1850 the life expectancy of the American male was 38 years; now it is 68. Thank Louis Pasteur and his fellow scientists for some of those 30 years.

Pasteur's germ theory of disease led to antiseptic surgery, lowered death rate.

Understanding the NEWS

State of the Union and the Budget

Four "guidelines" for the future were set by President Eisenhower in his 1959 State of the Union message to Congress.

To strengthen our defenses and our economy, the President called for Congressional action on these four fronts:

1. National Security. The major menace to our security is still communism, the President warned. We must aim at a "sensible posture of defense" within our income. How? By spending our defense dollars shrewdly and by slashing waste. The President pointed out that some weapons are "worth their weight in gold." Gold costs about $560 a pound. A B-58 bomber costs $567 per pound.

2. Foreign Affairs. The President declared we would continue "to defend the people of free Berlin against any effort to destroy their freedom." He charged that the Communists regard treaties as "scraps of paper." Any disarmament agreement with the Soviet Union, he said, would have to be "foolproof." Meanwhile, our security hinges partly on the strength of our allies. "We can and must" continue to send foreign aid to our friends, he warned. He also asked Congress to "encourage greater participation by private enterprise in economic development abroad."

3. Our National Economy. The greatest danger on the home front is inflation, the President cautioned. Repeatedly, he urged Congress to work toward a balanced budget. He also called for "self-discipline" by business and labor to keep down prices and wages. If the nation can live within its means, he said, taxes could be cut in the near future.

4. The Home Front. The President asked Congress to help correct "the errors and imperfections of our ways." He asked Congress to back with law such civil rights as freedom from discrimination in public education, voting, and jobs. He also asked for labor legislation to protect union welfare funds against misuse and to guarantee the free and secret election of union officers.

Herblock in Washington Post

"He Asked, 'How About a Free Country?' "

THE BUDGET MESSAGE

A week later, the President sent his annual budget message to Congress. The budget spelled out in hard dollars and cents the Government's financial needs for the coming fiscal year (called fiscal '60), which starts July 1, 1959.

The Constitution gives control of the purse strings to Congress. This year, the President called for Congress to appropriate $77,000,000,000—up nearly $4,000,000,000 from fiscal '59. The President is striving for a balanced budget.

Major budget expenditures—about 60 cents out of each dollar—are earmarked for national defense.

CONGRESS AT WORK

The President's messages were delivered to a Democratic-controlled Congress. Many Democrats objected to pegging the nation's defense program to a balanced budget. They said that the U.S. is falling behind the Soviet Union in defense and the race into space. They want to put defense first—and a balanced budget second.

In the early days of the new

Eighty-sixth Congress, two political skirmishes were fought between liberal groups and more conservative members over questions of organization and rules. This was what happened:

1. The Senate voted to "liberalize" Senate Rule XXII—which had permitted unlimited debate on proposed legislation. Under the old rule, debate could be shut off only by a two thirds vote of the Senate. (This is called closure.)

In effect, the old rule permitted one Senator or a group of Senators to hold the floor endlessly and stymie all other Senate business. (This is called filibustering.)

Many liberals of both parties in the Senate wanted to alter Rule XXII so that closure could be voted by a *majority* of the Senate. Thus the South could no longer use filibusters to bottle up civil rights legislation.

On the majority vote proposal, the liberals were defeated through the maneuvering of Lyndon Johnson (Dem., Tex.), Senate Majority Leader. But he offered a partial compromise to permit the voting of closure by two thirds of the Senators present, rather than of the whole Senate. This was passed.

2. In the House, the "revolt of the liberals" occurred within the Republican party. The Republican liberals felt that their leaders were too conservative. They blamed them for the Republican defeat last fall.

The Republican liberals asked House Minority Leader Joe Martin (Rep., Mass.) to share his leadership with younger Republicans. When he turned down this request, the House Republicans, by a vote of 74 to 70, turned him out of his office. Charles A. Halleck (Rep., Ind.) was voted the new House Minority Leader.

Sam Rayburn (Dem., Tex.) was elected to his ninth term as Speaker.

Tourist from Kremlin

The Kremlin's No. 1 "salesman" made a whirlwind tour of the United States, trying to sell Soviet "peace and friendship."

Anastas Mikoyan, a First Deputy Premier of the Soviet Union, described his 16-day visit as that of a "private tourist" eager to shake hands with as many Americans as possible. But Mikoyan mixed international business with personal pleasure. He spent many hours in Washington discussing East-West differences with President Eisenhower, Secretary of State Dulles, and Congress leaders.

Wide World photo

On U.S. visit, Soviet Deputy Premier Mikoyan also spent time sightseeing. Here he closely studies human heart model displayed at Ford Hospital, Detroit, Mich.

Visitor and hosts all agreed the talks were "useful," although no specific settlements were reached. The talks may, however, lead to a new round of "brass tacks" negotiations this spring.

Most observers say that Mikoyan gave little evidence of a basic change in Soviet policies. Everywhere he stressed the same theme: Russians are people like everyone else who want only to live at peace. They want the "cold war" to become a peaceful competition.

SWITCHING BLAME

Mikoyan told auto industrialists in Detroit that the U.S. and the Soviet Union should compete on a "friendly" basis, in the same way that automobile companies do. He even conceded that "Solomon would probably split the blame for the cold war down the middle." But at a later press conference he placed the blame squarely on the United States.

Mikoyan also charged that the Hungarian freedom revolt of 1956, which was crushed by Soviet tanks and troops, had been started by American "agents." In nearly every city he visited, Mikoyan had to be protected against angry Hungarian refugees protesting his arrival. (Mikoyan was the Soviet official who negotiated a phony truce with the Hungarian freedom government in order to arrest and execute the leaders.) Other Americans also expressed bitterness over the visit of one of the world's top Communist leaders.

Mikoyan, whose specialty is international trade, held long discussions on this subject with bankers and businessmen in Detroit, Cleveland, Chicago, Los Angeles, New York and other cities. The Soviet visitor denied that his country was "dumping" cheap goods on the world market to wreck the foreign trade of other nations. He said it would be to the benefit of both the U.S. and Russia if trade were increased.

When Mikoyan wasn't negotiating or speechmaking, he went sightseeing. And what he saw astonished him. He was amazed at the number of new roads, new cars, factories, and homes that had been built in the U.S. since his last visit in 1936. He was fascinated with our "rent-a-car" systems. Mikoyan freely admitted that U.S. living standards were higher than the Soviet Union's. But he said his country would "catch up."

Castro Mops Up in Cuba

Cuban military courts have sentenced to death more than 400 Cubans. They were charged with being "war criminals."

Most of these war criminals were former officers and police officials under ex-dictator Fulgencio Batista. They were accused of torturing and murdering thousands of rebel supporters of Fidel Castro. On New Year's Day, Castro took over strife-torn Cuba after two years of civil war. Batista fled into exile in the Dominican Republic along with hundreds of his followers.

In the U.S., some newspapers and members of Congress criticized the executions. They called for a halt to the "blood-bath."

In Congress, Rep. Emanuel Celler (Dem., N.Y.) won applause from both parties in the House of Representatives when he suggested pardon for foes of the new regime.

Castro was incensed at the U.S. criticism. He demanded that the U.S. maintain a "hands off" policy. Revolutionary courts would remain in session, he said, "until all war criminals have been condemned." But he ordered the courts to allow accused persons to be represented by lawyers. He also invited foreign newsmen to witness the trials.

About 5,000 Batista supporters are in prison awaiting trial. Another 5,000 are being hunted down in the

Winners in the News

UPI

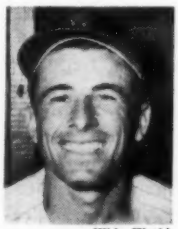
"PAM" DISCOVERER—Dr. Irwin B. Wilson of Columbia University has been honored by Japan for his discovery of "Pam," a 100 per cent effective antidote for nerve gas. "Pam" has helped Japan solve a problem plaguing rice farmers for years—accidental poisoning from insecticides used in rice fields.

Wide World

TRAIL TWISTER—Betsy Snite of Norwich, Vt. flashes victory smile after she won Giant Slalom Event of Ladies International Ski Meet at Grindelwald, Switzerland. Betsy also placed second in the meet's downhill race—which gave her a 12th place in the combined international championships.

Wide World

"GOOD SPORT"—Glenn Davis, U.S. Olympic 400-meter hurdle champion, has won 1958 James E. Sullivan AAU Memorial Award. Award goes to athlete, chosen by Amateur Athletic Union, who "by performance, example, and good influence did most to advance cause of good sportsmanship during year."



Wide World

UPI

TOP ROOKIES—Albie Pearson (*l.*), outfielder for Washington Senators, and Orlando Cepeda (*r.*), first baseman, San Francisco Giants, are American and National League Rookies of the Year.

wilds of eastern Cuba. They are hiding out in the mountains.

Meanwhile, Cuba's new government is being organized under Provisional President Manuel Urrutia *(see news pages in January 16 issue)*. Most Cubans are back at work in the sugar industry. The new administration promises all Cubans democratic rights they "never had under Batista." *(Major article on Cuba in next week's issue.)*

British-U.A.R. Suez Pact

Britain and the United Arab Republic (Egypt and Syria) have settled a financial dispute that had soured relations between the two countries.

The dispute arose out of the Suez war of 1956. The U.A.R. demanded to be paid for damage caused by the British-French invasion of Egypt three years ago. Britain, however, had a counter-claim. She insisted that the U.A.R. pay for or return British property seized in Egypt at the time. So long as Britain's claim remained unpaid, she refused to release Egyptian funds totalling $196,000,000 held by British banks.

Under the new Suez settlement, Britain agrees to release these funds. In return, the U.A.R. agrees to pay for British property it plans to keep for itself. All other British property will be returned to British owners. No mention was made in the agreement of Egypt's war claims.

▸**WHAT'S BEHIND IT:** In July 1956, Egypt, with the support of the Soviet Union, nationalized (took over) the Suez Canal. The canal, vital to Western shipping, had been owned and operated by an international corporation. The West did not dispute Egypt's right to nationalize the canal. It demanded, however, that international supervision of it be restored. Egypt balked. Britain and France then sent troops into the canal zone. However, under the combined pressure of the United States, the Soviet Union, and the United Nations, Britain and France withdrew their troops.

Many observers believe the new Suez settlement is evidence that the U.A.R. is cooling off on its pro-Soviet foreign policy. In recent months Egypt has begun to fear the rise of communism in Iraq and elsewhere in the Middle East.

In Brief

CLEARING UP CONFUSION. If you are writing to a friend in Alaska, don't be lazy. Otherwise your letter might wind up in Alabama.

Post Office officials explain that only Alabama is entitled to the abbreviation "Ala." Shortening Alaska to "Ask." is not a good idea either. It might be confused with "Ark.", the official abbreviation for Arkansas.

Alaska is not the only state that should never be abbreviated. According to the Post Office, Idaho, Iowa, Maine, Ohio, and Utah also must be spelled out.

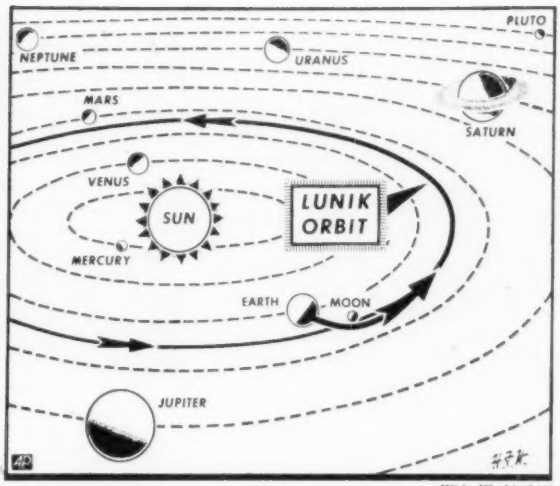
IT'S A SNAP. U.S. scientists have developed a tiny atomic generator that's as small as a grapefruit and weighs only 10 pounds. It was perfected by the U.S. Atomic Energy Commission's project called Secondary Nuclear Auxiliary Power (SNAP). The power pack will spark radio transmitters and instruments aboard man-made "moons" and spaceships. Previous Earth satellites carried chemical batteries. These burned out within a few days. The nuclear power pack will generate electricity indefinitely.

FEEL NO PAIN. A new pain-killing drug may soon be on the market. Its name: NIH 7519. The new drug is many times more effective than other pain killers, such as morphine and codeine. Unlike many other pain killers, it is said not to be habit forming.

HIGHLIGHTS IN SPORTS. John Thomas, 17, of Boston University, leaped 6 feet, 11¾ inches—a new indoor record for the high jump. . . . Wallace (Bud) Werner, 22, of Colorado Springs, Colo., was the first non-Austrian to win the downhill ski race at Kitzbuehel, Austria. . . . 15-year-old Bobby Fischer won the U.S. chess championship for the second year in a row (and got a gold medal from his school—Erasmus Hall High School, Brooklyn) . . . Australia's amazing Konrads (Ilsa, 14, and John 16—sister and brother) broke more swim records. John now holds every free-style record from 220 yards to 1,650 yards.

Wide World photo

This is Lunik before it soared into orbit around the sun.



Wide World chart

Lunik, tenth planet, orbits sun completely every 15 months.

Science in the News

Planet Ten

A NEW planet has hurtled into orbit around the sun. It is the Soviet Union's "cosmic rocket," launched on January 2.

Our solar system's tenth planet is named *Lunik*. It is a huge stainless steel sphere crammed with scientific instruments and batteries. Total weight: 769.5 pounds. Etched into the steel "skin" of the sphere are "U.S.S.R." (in Russian letters) and a tiny hammer and sickle (the Communist emblem).

The final stage of the rocket motor speared into orbit with the steel sphere. The final stage motor weighed about 2,500 pounds. When both were in orbit, the Lunik broke away automatically to travel by itself.

Year of 15 "Months"

Lunik will take about 15 months to circle the sun completely. (The Earth takes 12 months.) Lunik's orbit will be egg-shaped. Its perihelion (closest point to the sun) will be 91,500,000 miles. Its aphelion (farthest point from the sun) will be 123,250,000 miles.

The Earth has lost touch with Lunik. The batteries that powered its radio transmitters burned out about 62 hours after launching. Even our most powerful telescopes cannot "see" Lunik. Some day in the distant future, however, the Earth and Lunik may cross orbits. The Earth's gravity might then capture Lunik, making it a "moon."

Lunik was a major breakthrough for **Soviet scientists.** It also was a propaganda bulls-eye for the Soviet Union. It served notice to the world that Russia was still ahead of the U. S. in the race into space. Russia pulled ahead in October 1957, when it launched Sputnik 1—the world's first man-made "moon."

Ever since, the U. S. has been slowly catching up. In 1958 we launched more Earth satellites than did the Soviet Union. In addition, we orbited the Atlas "talking satellite." But our "moons" have been much smaller than the Russian Earth satellites. Their rockets still are more powerful than ours.

U. S. Catching Up

Experts say that the U. S. is on the heels of the Russians in the more crucial race to develop long-range rockets for defense purposes. An intercontinental ballistic missile (ICBM) can carry a nuclear knockout punch to a target more than 5,000 miles away. Last December we fired an Atlas ICBM a total distance of 6,325 miles. Our first Atlas squadron (about ten rockets to a squadron) will be operational (ready for defense purposes) by the middle of 1959. Improved ICBMs — the Titan and the Minuteman—also are being developed.

Once we have perfected our ICBMs, we will concentrate our rocket brainpower on the race into space. The Soviets may be ahead for the moment. But experts say that if we work hard enough and spend enough money, we are sure to overtake them in the near future.

Science Jottings

► **War of Nerves.** The U. S. Army is investigating the possibility of making any future war a real "war of nerves." Army scientists are seeking to develop a nerve gas that would make enemy soldiers fall asleep or lose their will to fight —but not harm them. They already have developed a nerve gas that makes cats afraid of mice.

► **This Crowded Earth.** The Earth's population increased by more than 47,000,000 people in 1958—giving it a total population of slightly more than 2,800,000,000. During 1959, scientists say, the Earth's population will rise by about 50,000,000. If we wanted to keep the Earth's population constant, we would have to rocket 137,000 people a day to other planets.

► **Word Jam on the Airwaves.** So many radio transmitters are in operation that the world is running short of airwaves. To solve this jam of words, scientists are experimenting with bouncing radio signals off meteor trails. Meteors are plentiful in space. At the same time, scientists are working out ways of transmitting more than one message at different frequencies on the same wave.

Hawaii . . . *For!*

(Continued from page 9)

their fellow citizens to equal representation. At its first convention, the AFL-CIO unanimously adopted a resolution asserting that 'manifest justice supports the demands for statehood of both Hawaii and Alaska. . . .' With Alaskan statehood accomplished, conscience demands immediate admission of Hawaii to full partnership in the Union."

Senator Thomas Kuchel (Rep., Calif.), who is co-sponsoring (with Senator Murray) the present Congressional bill to admit Hawaii as a state, told *Senior Scholastic:* "I was a co-sponsor of similar legislation in previous Congresses and of the successful act to admit Alaska last year. The people of Hawaii have earned first class citizenship. It is immoral to withhold it."

3. As a state, Hawaii would attract more settlers and more investments—for a healthier U.S. economy.

Hawaii's non-voting delegate to the U. S. Congress, John A. Burns (Dem.), told *Senior Scholastic:* "Admission of Hawaii into the Union of States will usher in a new era which will be of great importance economically and socially to the U. S. Only under statehood can the outstanding, recognized, but latent talents of the Americans of Hawaii be given the climate and impetus for maximum development."

Manufacturing in Hawaii, for example, has increased 830 per cent between 1940 and 1955—and there is space for far greater industrial expansion. In an age of jet airliners, Hawaii is as close as the nearest airport.

Hawaii also has just the right climate for such tropical crops as sugar cane, pineapples, guavas, avocados, mangoes, papayas, and passion fruit—crops few states can produce.

Some opponents of Hawaiian statehood claim that Hawaiian business development is handicapped by left-wing control of major labor unions. This charge has been answered by James A. Michener, the noted novelist and authority on the Pacific region. He says: "Hawaii does suffer from a Communist threat. So do San Francisco and Baltimore—*and* all America. Hawaii's problem is no different from that of any other area. The big question is, what's being done about it? In Hawaii, plenty. . . . It is fighting back exactly like any mainland community."

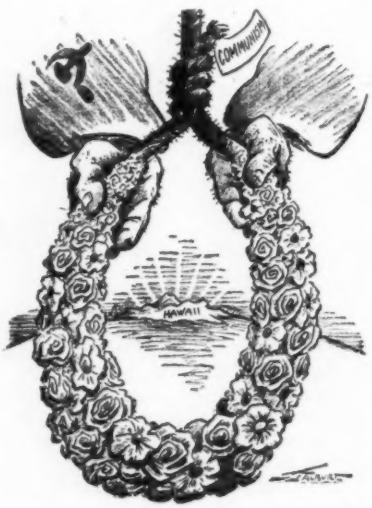
4. As a vital defense post, Hawaii should be tied closer to the Union.

The Hawaiian islands guard the Western approaches to the continental U. S. We maintain many Army, Air Force, and Navy bases on these islands.

When the giant naval base at Pearl Harbor was attacked by the Japanese in 1941, Americans in every state responded as if their own state had been bombed. And the kinship of Hawaiian Americans was clearly demonstrated by the way in which they proved their loyalty to the U. S.

When World War II broke out, many people thought that the Japanese-Hawaiians (who make up about 37 per cent of Hawaii's population) couldn't be trusted. Yet the loyalty of this group disproved the doubters. Japanese boys from Hawaii rushed to arms to fight for Uncle Sam! In fact, men of one Japanese-American unit won so many medals for bravery it was called "the most decorated unit in U. S. history."

As Congressman James Roosevelt (Dem., Calif.) told *Senior Scholastic:* "By past performance and tested contributions to American security, Hawaii has well earned the status of statehood. I hold that no single act will bring more favorable understanding from the new nations of Asia and Africa than this well-deserved acknowledgement of what is just and right."



Talburt in Cincinnati Post

Will Hawaii's lei be Uncle Sam's noose?

By granting statehood to Hawaii, the U. S. would put an end to the Communist lie—spread by Red propaganda throughout Asia and Africa—that the U. S. keeps Hawaii in territorial status because it "looks down" on the non-whites who make up the majority of Hawaii's people.

The junior Senator from our newest state, Ernest Gruening (Dem., Alaska), told *Senior Scholastic:* "Hawaii has a great deal to contribute to the nation. The world needs more of the *Aloha* spirit. Hawaii presents the best example of ethnic democracy under our flag. I intend to do everything I can to speed the admission of the 50th state!"

Hawaii . . . *Against!*

(Continued from page 9)

small group. And in recent years there has been . . . a comparative increase of groups which had their origin under systems of government basically alien to ours."

3. Labor groups dominated by Communists have vast influence in Hawaii.

House Report 2700 also states: "The extensive Communist influences in Hawaii continue to present an alarming warning . . . Communism is a growing, potent force permeating [Hawaii's] economic, political, and social structure.

"In the elections of 1954, the Communist party, acting through the Communist-dominated International Longshoremen's and Warehousemen's Union (ILWU), endorsed 71 candidates for public office; 58 of their politically endorsed candidates won.

"In the 1956 elections, the Communist-dominated ILWU endorsed 30 candidates for public office; 28 of these were elected."

The ILWU is controlled by two men whose names have long been linked with Communist activities: Harry Bridges and Jack Hall. Bridges was found guilty in 1950 of swearing falsely in his application for U. S. citizenship that he was not a Communist. He was subsequently sentenced to five years in prison. Hall, regarded by many as Hawaii's chief Communist, was convicted in 1953 for conspiring to teach the forcible overthrow of the U. S. Government. He was sentenced to a one-to-five-year prison term.

These two men are estimated to control 25,000 to 40,000 votes in Hawaiian elections. These votes come from the ILWU and two other Bridges-controlled unions, including the sugar and pineapple plantation workers' union.

This is not to say that Bridges and Hall control anywhere near a majority of the total Hawaiian vote. But they *do* control the critical margin. When you consider that Hawaii's present Congressional delegate won in 1956 by a majority of 15,434, the decisive strength of the Bridges-Hall 25,000-to-40,000 votes is apparent!

"Until the Hawaiian people have had more time to complete their eradication of those who have been misleading the dock and plantation workers," says Senator Robertson, "I do not believe we should consider giving those radicals a chance to plant their representatives in the Congress of the United States."

4. Statehood for Alaska would interfere with Federal control of Hawaii as a defense post.

Hawaii is a bastion of U. S. military strength in the Pacific. So long as Ha-

Visitor in the News

"Mr. West Berlin"

WILLY BRANDT

Wide World photo

IF YOU watch old movies on TV, this plot may have a familiar ring:

In pre-World War II Germany, a young man gets involved in a street brawl with some bullying Nazis. As police arrive, the young man flees into the dark. With the Nazis close on his heels, he manages to escape on a fishing smack headed out to sea. Next he's in Norway—vowing to return to his homeland and help overthrow the Nazis.

Posing as a Norwegian student, he slips back into Germany and organizes an anti-Nazi underground movement. Again the Gestapo closes in. Once more he escapes to Norway. Shortly afterwards Norway falls to invading Nazi armies. The young man, disguised as a Norwegian prisoner of war, eludes the Nazis in a series of harrowing close calls. Finally he escapes to neutral Sweden. There he writes anti-Nazi propaganda.

And, of course, somewhere along the line he meets, falls in love with, and marries a pretty Norwegian newspaperwoman.

Sound like an old Errol Flynn or Humphrey Bogart thriller? Could be. But it's part of the *true* life story of Willy Brandt, West Berlin's tall (6' 1"), ruggedly good-looking, and tough-minded mayor.

Frontline Freedom Fighter

Today, at 45, Willy Brandt is the youngest mayor in Berlin's history. Some people predict he may soon become West Germany's top leader—its chancellor—possibly succeeding present Chancellor Konrad Adenauer (*see major article, Dec. 12 issue*).

Next week Brandt will be visiting the U. S., conferring with U. S. officials on the present Berlin crisis. On Feb. 12 he will speak at the 150th anniversary of Abraham Lincoln's birth at Springfield, Ill.

Like Lincoln, Willy Brandt has a passionate love for freedom—and knows that it's not always easy to get or easy to keep. For most of his adult life, Brandt has been a front-line fighter for a free and democratic Germany—first against the Nazis and now against the Communists.

When World War II ended, Brandt became a Norwegian citizen and went to work for a Norwegian newspaper. One of his first assignments: covering the war crime trials of former Nazi leaders at Nuremburg, Germany. While on this assignment, Brandt told his wife: "It is better to be the only democrat in Germany, where democracy is unknown, than one of many in Norway, where everybody understands it."

Saved Berlin from Blood Bath

Brandt took out German citizenship again. He changed his name legally (he had been born Herbert Frahm) to the name he had used as a wartime writer (Willy Brandt). He became editor of the important newspaper, *Berliner Stadtblatt*.

Berliners soon got to know him as a raspy-voiced but quick-witted and spell-binding orator at political meetings. One of his keys to popularity: an ability to mix serious thoughts with a good sense of humor.

When the Soviets declared the famous Berlin blockade in 1948, Brandt was given the task of maintaining liaison with the Allies. He did such a good job of it that the following year he was elected as one of Berlin's representatives to the West German Bundestag (parliament).

Anyone who questioned Brandt's influence in Berlin got conclusive proof of it during the anti-Soviet uprising in Hungary in 1956. An angry mob of thousands of West Berliners started out to storm Berlin's Soviet sector in protest against the Soviet outrage in Hungary. Leader after leader failed to dissuade the marchers—until Brandt mounted the platform. His quick, persuasive action has since been credited with saving all Berlin from a blood bath.

Last year Brandt ousted Socialist boss Franz Neumann as party chief in West Berlin. It marked a victory for Brandt's more liberal brand of socialism. Brandt believes his party should get away from the Marxist theory of class struggle. Instead he is willing to pay tribute to the importance of free enterprise in rebuilding West Germany. He believes that the best of capitalism and the best of socialism can be successfully blended in Germany.

An Energetic Worker

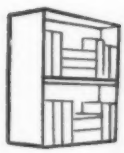
Brandt admits that he "hates to get up in the morning." But once out of bed he pitches into his work energetically—for 15 to 18 hours a day! His chief recreations: skiing and swimming with his three children.

Recently U. S. Senator Hubert Humphrey (Dem., Minn.) met Brandt in Berlin and asked him to record a conversation which Humphrey could broadcast to his constituents in Minnesota—many of whom are of German and Norwegian background. Brandt not only agreed—but recorded the conversation in English, German, and Norwegian! Humphrey thanked Brandt and added wryly: "You stay in Berlin. I couldn't beat you in Minnesota!"

waii remains a territory—and not a state—the Federal Government can control and operate it in the nation's best interests.

Once Hawaii becomes a state, equal in power with each of the other 49 states of the Union, the Federal Government loses this significant control. If a Hawaiian state government should decide it does not favor certain of the Federal military policies for Hawaii, then the whole U. S. faces two major consequences: (1) our Pacific defense policy could be undermined, and (2) we could find ourselves in a state-vs.-Federal rights conflict that might pale in comparison the recent controversy over state and Federal rights regarding the problem of school integration in parts of the South.

Today, Federal military establishments in Hawaii represent the island's largest single source of income. The money spent by the Federal Government and the goods and services purchased by the Armed Forces are considered Hawaii's most important "invisible export." It should not be tampered with at this time, for both the nation's sake—and Hawaii's.



the Book Shelf

New releases coming your way . . .

Hard-cover Editions

The Golden Eagle, by John Jennings. A new historical novel about Hernando de Soto's explorations in the New World. (Putnam) $3.95

Americans at Work, by Adrian A. Paradis. Facts and ideas about many fields from finance to farming, communications to construction; anecdotes about famous men illustrate each chapter. (McKay) $3.50

The Watsons: Jane Austen's Fragment Continued and Completed, by John Coates. The English novelist's unfinished story of Emily and Penelope Watson is brought to a masterful close by a 20th-century writer. (Crowell) $4.00

Ben Gurion: The Biography of an Extraordinary Man, by Robert St. John. Original research and world-wide interviews provide background for a stirring biography of the Israeli statesman. (Doubleday) $3.95

Publicity Girl, by Robin McKown. Edwina Fiske struggles to succeed in her chosen field during her first year in New York City. (Putnam) $2.75

Hold Back the Hunter, by Dale White. A historical novel about the Yellowstone Expedition of 1870. (John Day) $3.50

Paperback Editions

The Martian Chronicles, by Ray Bradbury. An imaginative group of stories about man's first interplanetary conquest by a master of science-fiction writing. (Bantam) 35¢

★*Anne Frank: The Diary of a Young Girl*. A shattering look inside the mind and heart of a teen-ager, forced to hide with her family from the Nazis during World War II. (Cardinal) 35¢

Separate Tables, by Terence Rattigan. The Broadway hit about guests at an English resort hotel; now a movie, too. (New American Library) 35¢

★*Twenty Grand*, edited by Ernestine Taggard. Short stories about love, decisions, and everyday living by such authors as Lewis, Rawlings, Daly, and Steinbeck. (Bantam) 35¢

Flight Hostess, by Emily Thorne. An airline stewardess soothes jittery passengers on an overdue flight and copes with a jewel thief as well. (Permabooks) 35¢

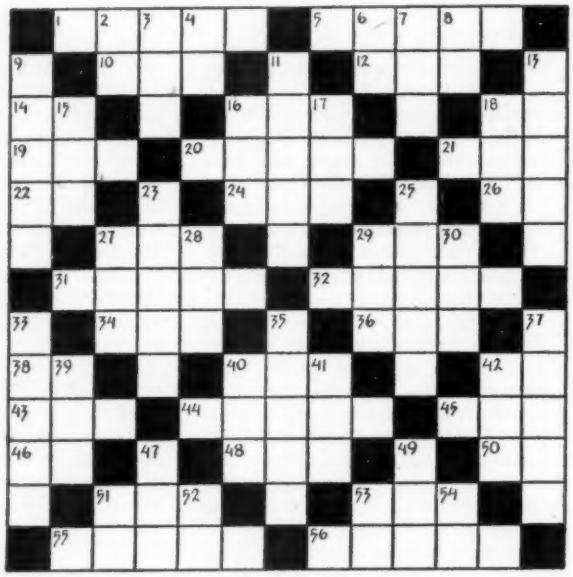
★A February Teen Age Book Club selection.

South America Take It Away

By John L. Swegle, Beaumont High School, Redlands, California

★ Starred words refer to South America

Students are invited to submit original crossword puzzles for publication in *Scholastic Magazines*. Each puzzle should be built around one subject, which may be drawn from History, Art, Science, or any other field of knowledge. Maximum about 50 words, of which at least 10 must be related to the theme. For each puzzle published we will pay $10. Entries must include puzzle design, definitions, answers on separate sheets, design with answers filled in, and statement by student that the puzzle is original and his own work. Keep a copy as puzzles cannot be returned. Give name, address, school, and grade. Address Puzzle Editor, Scholastic Magazines, 33 West 42nd Street, New York 36, N. Y. Answers to this week's puzzle in next issue.



ACROSS

* 1. Capital of Ecuador.
* 5. Major mountain range in South America.
10. Tricky.
12. Consume food.
14. Late Italian conductor (*initials*).
*16. Capital of Brazil, _____ de Janeiro.
18. Opposite of *off*.
19. Citizen (*abbr.*).
*20. A Brazilian dance.
21. Twitching of the face muscles.
22. Movie, _____ *American in Paris.*
24. Unruly crowd.
26. Sixth note of the scale.
27. A plaything.
29. A decade is _____ years.
31. Celestial body that has a long, fiery tail.
*32. Former dictator of Argentina.
34. Light brownish color.
36. Falling of the tide.
38. United States (*abbr.*).
40. Royal Air Force (*abbr.*).
42. Bachelor of Laws (*abbr.*).
43. A sailor (*slang*).
44. "The _____," by Edgar Allan Poe.
45. Captured wild animals are exhibited in this place.
46. Advertisement (*abbr.*).
48. A golf ball is placed on this.
50. Atmosphere (*abbr.*).
51. Obese.
53. An admirer.
*55. A pig-like animal of South America.
*56. Capital of Argentina, Buenos _____

DOWN

2. You and me.
3. Sick.
4. Territory (*abbr.*).
6. Neon (*chemical symbol*).
7. Father.
8. Caesar said: "_____ tu, Brute?"
* 9. Cocoa and chocolate are made from this South American tree.
*11. He liberated Venezuela, Peru, Bolivia, Ecuador, and Colombia from Spain (*first name*).
*13. Indians conquered by Cortez.
*15. Metal found in Bolivia.
.16. Male sheep.
17. Obbligato (*abbr.*).
18. Petroleum.
*23. Spanish for *Thomas.*
*25. Paraguayan tea. _____ mate.
27. Small child.
28. Japanese unit of money.
29. Same as No. 48 Across.
30. A person of wealth (*slang*).
*33. Brazilian peak, _____ Loaf Mountain.
35. Small mallet.
*37. Monkey-like animal.
39. Soil.
40. Rodent.
41. Payment for services rendered.
*42. A South American snake that crushes its prey.
47. A short sleep.
49. A glass container.
51. Movie and TV dancer (*initials*).
52. Seventh note of the scale.
*53. Islands off the east coast of Argentina (*abbr.*).
54. Northeast (*abbr.*).

What Do You Know?

A quiz on facts, ideas, and words in this issue.

I. LABOR

A. On the line to the left of the name in *Column A*, write the letter preceding the description in *Column B* which best matches it.

Column A

__1. Samuel Gompers
__2. James Hoffa
__3. Lyndon Johnson
__4. John McClellan
__5. George Meany
__6. Samuel Rayburn
__7. Walter Reuther
__8. Sumner Slichter

Column B

a. President of the steel workers' union
b. President of the AFL-CIO
c. Speaker of the House of Representatives
d. Secretary of Labor
e. Majority leader of the Senate
f. First president of the AFL
g. Famous economist
h. Chairman of Senate committee investigating labor and management practices
i. President of the Teamsters union
j. President of the automobile workers' union

B. On the line to the left of each of the following statements or questions, write the letter preceding the word or phrase which best completes the sentence or answers the question.

__1. The present Federal minimum hourly wage is
a. 75¢ c. $1.25
b. $1.00 d. $1.50

__2. A political party which is often regarded as the "party of the workingman" is the
a. Democratic party
b. Republican party
c. Knights of Labor
d. Union Labor party

__3. In general, the position of organized labor on support of candidates for political office is to back
a. Democrats only
b. Republicans only
c. Labor party members
d. politicians friendly to labor

__4. Which of the following is opposed by organized labor?
a. union shops
b. collective bargaining
c. increased Social Security benefits
d. right to work laws

II. ARGENTINA

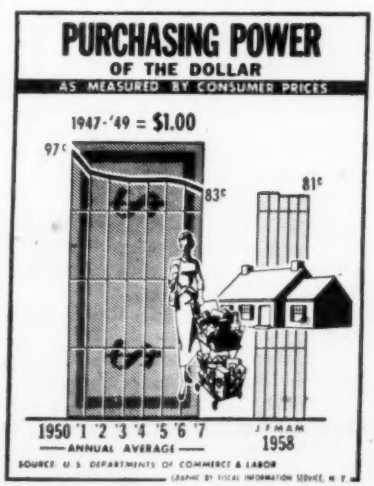
__1. All of the following are problems facing Argentina today, *except*
a. shortages of goods
b. inflation
c. lack of money with which to make purchases abroad
d. unwillingness of the government to accept foreign aid

__2. The president of Argentina is
a. Arturo Frondizi
b. Edelmiro Farrell
c. Fulgencio Batista
d. Pedro Ramirez

__3. In recent months prices in Argentina have
a. risen sharply
b. risen slightly
c. dropped
d. remained about the same

__4. Under the Peron dictatorship all of the following conditions prevailed in Argentina, *except*
a. controlled labor unions
b. hostility to the United States most of the time
c. loss of the free press
d. sound, long-range economic planning

__5. Argentina exports all of the following products, *except*
a. beef
b. iron and steel
c. wool
d. wheat and corn



III. READING A GRAPH

On the line to the left of each of the following statements place a "T" if it is *true*, an "F" if it is *false*, and "NS" if there is *not sufficient* information in the graph on which to base a conclusion.

__1. The purchasing power of the dollar in 1950 was 97¢.
__2. The purchasing power of the dollar declined in the period 1950-1957.
__3. The drop in purchasing power of the dollar between 1950 and 1951 was due chiefly to a shortage of goods which developed and a consequent rise in prices.
__4. In May 1958 the purchasing power of the dollar was 83¢.
__5. Between 1950 and 1957 the purchasing power of the dollar dropped more than 25%.

IV. HAWAII

On the line to the left of each of the following statements, place an "F" if it is an argument in *favor* of admitting Hawaii as a state and an "A" if it is an argument *against* it.

__1. Hawaii is 2400 miles from the coast of California.
__2. Hawaii's population is larger than that of several of our states.
__3. Communists have considerable influence in Hawaiian labor unions.
__4. Asia and Africa are looking to see whether or not we admit Hawaii.
__5. About one fifth of Hawaiians are members of white families.
__6. Hawaiians of Japanese descent fought bravely as part of our Armed Forces during World War II.
__7. Hawaiians pay Federal taxes but are not represented in Congress.
__8. We should weigh the effects of admitting Alaska as the 49th state.

WORDS OF THE WEEK

Buenos Aires (bwā'nūs âr'ēz)
descamisados (dâs.kà.mē.sä'thō)
Duarte, Eva Marie (dwär'tē ā'và mä.rē')
estancia (ēs.tän'syä)
Frondizi Arturo (frōn.dē'zē ár.tū'rō)
gaucho (gou'chō)
pampas (păm'páz)
Paraguay (păr'à.gwī)
Parana (pä.rä.nä')
Patagonia (păt.à.gōn'yà)
Peron, Juan Domingo (pâ.rôn' hwän dō.mēng'gō)
peso (pā'sō)
San Martin, de, Jose (sän' mär.tēn' dâ hō.sā')
yerba mate (yĕr'bà mä'tā)

Sports

The Wide-Open West

FOR three years the drums of West Virginia University kept pounding a steady tattoo—"Rod Hundley is the greatest! Rod Hundley is the greatest!"

And people who heard it—and saw Hundley—believed it. For the Hot Rod *was* the greatest, a real fancy dan who could shoot, pass, and dribble with the best. He led the Mountaineers to three great seasons, was up among the country's leaders in scoring and rebounding, and capped his career by making every All-American team.

After Hundley graduated, West Virginia was expected to go into a decline. The drum-beating would stop for six or seven years. After all, how many Hot Rods come along in a school's lifetime?

But West Virginia must live right, eat its spinach regularly, or be just plain lucky. For one year after sobbing goodbye to Hundley, the drums took up a new beat—"Jerry West is the greatest! Jerry West is the greatest!"

Yep, West Virginia has gone slightly insane over the wild and woolly West! Only a sophomore last year, Jerry led the Mountaineers to the best record in college basketball—26 victories against a mere two defeats.

Thanks in major part to their adult West-ern, the Mountaineers won their fourth straight Southern Conference title; copped the Kentucky Invitational Tourney, beating the national champs, Kentucky, for only their fifth home-court loss in 15 years; broke North Carolina's 37-game winning streak; and wound up the No. 1 team in the land. What a year!

The fellow who helped perform all these miracles is a lean 6-foot 3-inch package of gee-wizardry. Called the "tallest" 6-3 player in basketball because of his amazing spring, Jerry is that rare bird who makes everything look ridiculously easy. He's a picture player—smooth as a baby's cheek.

With his long arms, snake-quick hands, and high-bouncing legs, he can murder you both on offense and defense. On offense, he owns a deadly outside jet-propelled drive, and terrific split-vision passing ability. On defense, his wrap-around guarding, shot blocking, and rebounding are just as amazing and eye-appealing.

To give you an idea of how he reacts to pressure, consider his performances in West Virginia's three hardest-earned victories of 1957-58:

1. Against Richmond, with the Mountaineers trailing by two points with 12 seconds left to play, Jerry sent the game into overtime with a field goal. He then chalked up seven of his team's nine points in the extra period, including the game-winner with just three seconds left. Total: 28 points.

2. With Villanova leading by 14 points with eight minutes to play, Jerry racked up 17 of his team's final 23 points in a miraculous comeback. In the last 40 seconds he scored two field goals and fed Lloyd Sharrar for the game-winner with two seconds to go. Total points, 37; rebounds, 13; and assists, 5.

3. Against Penn State, West Virginia trailed by 10 at the half. But Jerry rushed to the rescue with 21 points in the second half.

Other honors won by the West last year:

1. Picked the outstanding player faced by St. John's and Pittsburgh.

2. Most valuable player in the Southern Conference tournament.

3. First-team pick for Kentucky and All-Southern Conference tournaments.

4. Third-team choice on Associated Press and United Press All-Americans, and second group choice on Helms Foundation All-American.

Truthfully speaking, Jerry's showing didn't come exactly as a surprise. At East Bank (W. Va.) High, he was fabulous—good enough to make *Scholastic Magazines'* All-American High School Squad. In fact, Les Hooker, coach of the U. of Richmond, says: "I saw West in high school and he was the best high school player I've ever seen. He could do everything then that he does now."

After Jerry led East Bank to the state crown, the fans renamed the town West Bank for a day in his honor!

A beautifully poised competitor hailing from Cabin Creek, W. Va. (population 850), Jerry lines up his "favorites" as follows: *movies*—Rock Hudson and Elizabeth Taylor; *music*—Johnny Mathis and Les Elgart's band; *school subject*—biology; and *hobby*—movies.

His ambition is to play pro basketball; and his most thrilling moment was winning the Kentucky Invitational Tournament over Kentucky and North Carolina.

His coach, Fred Schaus, has this to say about him: "Jerry has a tremendous future; he has practically unlimited potential. His performance under pressure makes you wonder how great he's going to be."

(As this article went to the printers, Jerry racked up 36 points against Kentucky for a U. of Kentucky Invitational Tournament record. That boosted his seasonal scoring record to 28 per game—a tidy sum for a back-court playmaker.)

—HERMAN L. MASIN, *Sports Editor*

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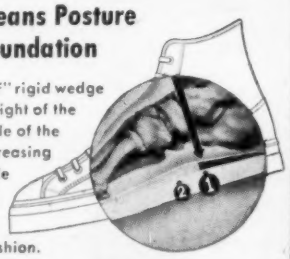

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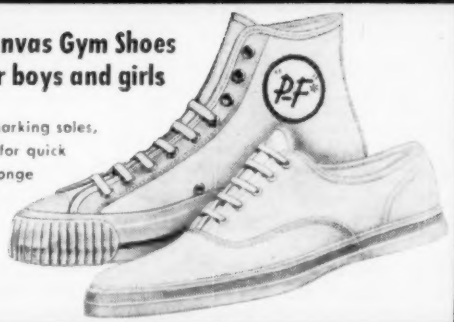

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Show of the Week: *Walt Disney Presents,* instead of a western, "The Peter Tchaikovsky Story" over ABC-TV on Friday, Jan. 30. If you think all composers ever do is sit at the piano and fiddle with the keys, you are in for a big surprise. Tchaikovsky had quite a life.

▸ On Saturday, Jan. 31, there's a funny chapter on *The Gale Storm Show* over CBS-TV. It's an episode called "It's Murder, My Dear." Gale and her usual sidekick, ZaSu Pitts, are off on a tour of Hollywood studios (you'll have a chance to see some of them with her) and they meet Boris Karloff.

▸ Sunday, Feb. 1, is crowded with fine programs. First, there's *The Twentieth Century* on CBS-TV. Its two-part series on "The Delinquents" will be concluded this week. NBC-TV has an exceptionally interesting program planned for *The Chevy Show*. Producer Allan Handley went to Japan and filmed the entire show there. The talented American performer, Shirley MacLaine, headlines the program, but most of it is given over to Japanese performers. And then *GE Theater,* over CBS-TV, has a funny comedy planned for this Sunday. It's "I Was a Bloodhound," with Ernie Kovacs as the star.

▸ On Monday, Feb. 2, on ABC-TV's *The Voice of Firestone*, there's "An Evening with Andre Kostelanetz." Kostelanetz is a brilliant arranger and conductor who does as well with pop music as he does with classical. Renata Tebaldi, whom many critics consider our greatest soprano, will appear.

▸ On Wednesday, Feb. 4, CBS-TV's *The Armstrong Circle Theater* is doing a tale called "The Man of a Thousand Names," the story of a master forger and the Indiana State Police lieutenant who spent 12 years tracking him down. This is quite a yarn, and it's more fascinating when you realize that it is all true.

▸ *The Hallmark Hall of Fame* has a fascinating drama for Thursday, Feb. 5, over NBC-TV. "Berkeley Square" is an old story of a man of the present who suddenly finds himself back in the past. Top stars will be in this production.

Check your local paper for time and channel for each of these shows.

—Dick Kleiner

✓✓✓✓Tops, don't miss. ✓✓✓Good. ✓✓Fair. ✓Save your money.

✓✓✓✓THE INN OF THE SIXTH HAPPINESS (20th Century-Fox. Produced by Buddy Adler. Directed by Mark Robson.)

This beautifully-made film tells the inspiring story of a courageous Englishwoman who is determined, although told she's not qualified, to go to China as a missionary. A servant girl in London, Gladys Aylward saves enough to make the journey the hard way—by Trans-Siberian Railway. In the mountain town of Wangcheng, she survives many hardships as well as the mistrust of the Chinese who don't take kindly to foreigners.

But the people eventually come to love her and respect her Christian religion. Miss Aylward becomes a Chinese citizen, shows her devotion to her new country and its people, and then proves herself a hero during the war when she saves a hundred children from the Japanese.

Ingrid Bergman gives a magnificent performance as the woman who was not "qualified" but actually lived her creed of Love Thy Neighbor. She is surrounded by a fine cast, including Robert Donat as a wise Mandarin and Curt Jurgens as a Eurasian officer in the Chinese army who falls in love with this noble woman. She is the subject of a glowing and exciting movie.

—Philip T. Hartung

MOVIE CHECK LIST

✓✓✓✓Tops, don't miss. ✓✓✓Good. ✓✓Fair. ✓Save your money.

Drama—(D); Comedy—(C); Musical—(M); Documentary—(T); Animated Cartoon—(A); Western—(W).

✓✓✓✓My Uncle, Mr. Hulot (C); The Last Hurrah (D); A Night to Remember (D); The Big Country (W).
✓✓✓The Seventh Voyage of Sinbad (D); The Roots of Heaven (D); Houseboat (C); Barbarian and the Geisha (D).
✓✓Villa! (W); tom thumb (M).
✓Blood of the Vampire (D).

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Words about Music

Popular

Molto Italiano (Audio Fidelity). Johnny Puleo and his Harmonica Gang offer *Sicilian Tarantella, O Sole Mio, Tango of the Roses,* and other Italian favorites. Hi-fi buffs will flip at the sound range coming from a bundle of harmonicas. Good jacket notes give a thumbnail harmonica history, too.

Take Off (Dot). A variety of pop and country music is swung out by steel guitar whiz Leon McAuliff and his Cimarron Boys. These husky band arrangements of *Navaho Trail, Hear Me Now, Steel Guitar Polka,* and others are good dance-party fare.

Classical

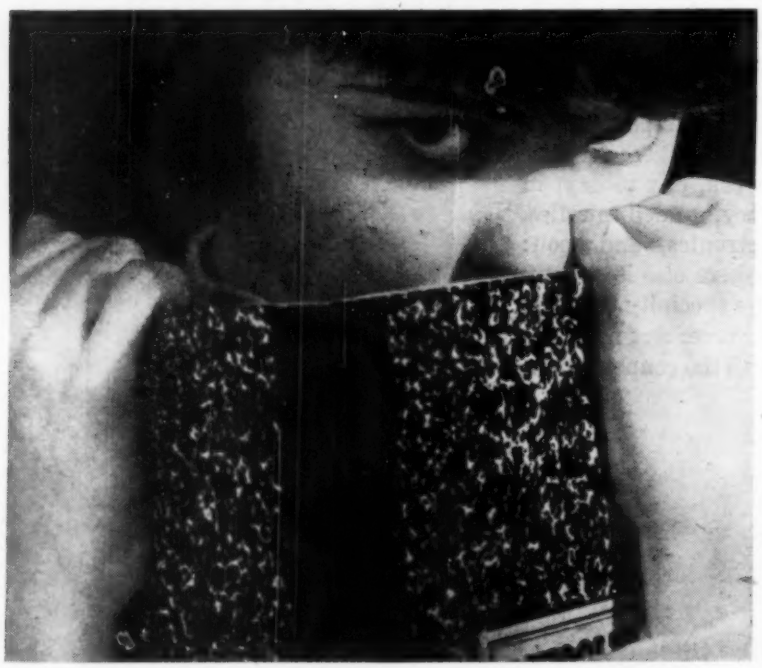
Harold in Italy (RCA Victor). Violist William Primrose joins Charles Munch and the Boston Symphony in a rewarding performance of these orchestral "scenes" by Hector Berlioz (BARE-lee-oze). An earlier Victor recording by Toscanini and the NBC Symphony is also excellent and worth hearing before you buy.

"From the New World" (Capitol). Dvorak's (DVOR-zhak) *Symphony No. 5,* woven out of Negro, Indian, and Czech themes, is richly recorded by Erich Leinsdorf and the Los Angeles Philharmonic. Has a fine jacket painting, too.

Pick o' the Pops

Earl Grant's *Evening Rain* means fair weather for Decca. . . . *Raspberries, Strawberries* are Capitol dessert for the Kingston Trio. . . . *Who Cares?* Don Gibson does on Victor. . . . *Petite Fleur* looks like the next big one.

—Bob Sloan



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LAUGHS

Alibi

A Los Angeles high school teacher received this note from a parent: "Please excuse my son from his Spanish class. His throat is so sore he can hardly speak English."

Victorian

Big Bad Wolf

An English teacher was discussing the fact that Louisa M. Alcott, in writing about herself, stated that she tried to sell stories to keep the wolf from the door.

"What do you think Miss Alcott meant by saying she was trying to keep the wolf from the door?" the teacher asked one of the 10-year-olds in the class.

"I suppose," was the prompt reply, "she just didn't want the guy bothering her."

A. M. A. Journal

Direct Route

The current boom in horror movies reminds Arthur Murray, the dance king, of the time he visited Beverly Hills and was invited to a party at Boris Karloff's house.

"Is it far from here?" Murray asked the famous portrayer of the Frankenstein monster.

"Oh—about 12 miles," replied Karloff, "as the bat flies."

E. E. Kenyon, American Weekly

Direct Object

Teacher: "John, give me a sentence with a direct object."

John: "Teacher, everybody thinks you're beautiful."

Teacher: "Thank you, John, but what is the object?"

John: "A good report card."

Canadian High Sports

Butcher? Baker?
Candlestick Maker?
What Will It Be?
Coming February 20
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YOUR CAREER

Rah!

All through the football game, on every single play, the Loyal Rooter had cheered his home team to victory. Hoarser and hoarser he grew, until finally he whispered to the man beside him, "What d'ya know—I've lost my voice."

"Don't worry," was the tart reply. "You'll find it in my left ear!"

E. E. Kenyon, American Weekly

Best Advice

When General Mark Clark was asked what was the best advice he ever received, he answered: "To marry the girl I did."

"Who gave you that advice, General?" his questioner asked.

The General smiled. "She did."

Irish Digest

Finders, Keepers

A woman ran into the police station wringing her hands and frantically crying, "My husband has disappeared! Please help me!"

"Give me a description of him and maybe we can find him for you," said the desk sergeant.

"Well, he's tall and dark and handsome. He has dark wavy hair and beautiful eyes. He . . ."

"Why, I know your husband," said a policeman standing nearby. "You know he's short and fat. He's bald-headed and droopy-eyed."

"I know," replied the woman, "but I thought if you found one that answered my description, I'd take him instead!"

The Balance Sheet

Answers to January 16th Crossword Puzzle

A	R	N	O	L	D	■	A	B	B	O	T	T
N	■	A	D	E	■	E	■	Y	O	N	■	H
D	C	■	D	■	E	N	D	■	Y	■	M	O
R	O	Y	■	R	A	D	I	O	■	S	A	M
E	T	■	B	■	T	E	E	■	T	■	N	A
W	■	P	O	E	■	D	■	B	A	R	■	S
■	P	E	O	N	Y	■	T	A	L	U	S	■
D	■	A	N	S	■	D	■	H	O	G	■	W
A	D	■	E	■	S	E	T	■	N	■	M	I
N	A	P	■	S	O	W	E	D	■	P	A	L
I	N	■	C	■	S	E	N	■	P	■	P	S
E	■	I	O	N	■	Y	■	C	I	O	■	O
L	O	N	D	O	N	■	N	A	T	H	A	N

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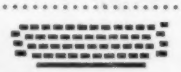

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STAMPS

Read This First

Our readers are advised to read an advertisement carefully before sending for stamps. If the advertisement mentions "approvals," the stamp dealer will send you in addition to any free stamps, or stamps you pay for in advance, a selection of other stamps known as "approvals." Each of these "approval" stamps has a price clearly marked. If you keep any of the "approval" stamps you must pay for them and return the ones you do not wish to buy. When writing to stamp advertisers be sure to write your name and address on your letter and on the upper left-hand corner of the envelope. If you do not intend to buy any of the "approval" stamps return them promptly, being careful to write your name and address in the upper left-hand corner of the envelope in which you return the stamps. If you are a beginner in stamp collecting, you should ask your parents' advice before sending for stamps. If any reader feels that a stamp dealer who advertises on this page has not lived up to the terms as advertised, the reader should write to the advertiser about it. Wait at least two weeks for an answer. If necessary the reader may appeal to the Executive Editor of *Scholastic Magazines*, 33 W. 42nd St., New York 36, N. Y.

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On February 14 the U. S. will issue this 4¢ blue-green stamp to commemorate the 100th year of statehood for Oregon. It became a territory in 1848 and was admitted to the Union as the 33rd state on February 14, 1859.

Pictured on the new stamp is a covered wagon, or prairie schooner, that pioneers used to conquer the wilderness. In the mid-1800's thousands of daring settlers traveled by way of the 2,000-mile Oregon Trail. It began at Independence, Mo., crossed the Rocky Mountains, and ended at what is now Vancouver, Ore.

For first-day covers, send self-addressed envelopes to the Postmaster, Astoria, Oregon, BEFORE February 14. Enclose 4¢ for each stamp you order.

A two-winged glider-like plane bounced across a bumpy field near Baddeck, Nova Scotia, on February 23, 1909. The plane rose several feet, dipped dangerously, then pointed its nose skyward. After circling the field, the plane came in for a perfect landing. Out jumped the pilot, Jack McCurdy, to the cheers of a thrilled crowd. It had just witnessed the first flight of a heavier-than-air plane in Canada.

This historical half-mile flight will be commemorated on a Canadian 5¢ blue to be issued next February 23, at Ottawa, Ontario. The new stamp, below, pictures three modern Delta wing jets and McCurdy's plane, the *Silver Dart*.

(The first powered flight was made by the Wright brothers on December 17, 1903. They flew their plane, the *Kitty Hawk*, for 12 seconds while traveling 120 feet at Kitty Hawk, N. C.)

—TONY SIMON

COLLEGE and CAREER

Send your inquiries about careers to Harold Zuckerman, School and College Editor, Scholastic Magazines, 33 West 42nd Street, New York 36, N. Y. Questions of greatest interest will be answered here. Sorry, no answers by personal letter.

Q. I am interested in preparing for a career in Beauty Culture. Where can I get further information?—J. P., Marshall, Minn.; D. J., Shelby, Mont.

A. Write to the National Association of Cosmetology Schools at 3839 White Plains Ave., Bronx, N. Y., for their leaflet giving complete information.

Q. I am a junior in high school and am interested in the field of fashion merchandising. What preparation must I have? Where can I study this?—I. B., Gary, Ind.

A. Fashion merchandising is a special area of the sales and merchandising field. It requires a keen sense of design and style and a personality that can get along well with people. You should inquire at the School of Business at your State University or write to the Fashion Institute of Technology, 227 West 27th Street, N. Y. 1, N. Y.

Q. I should like to study law. What subjects should I take in high school? Can I obtain a list of law schools?—J. R., Cleveland, Ohio; J. M., Aurora, Ill.

A. You should complete the course of studies leading to the academic diploma with particular emphasis on English, social studies, and speech. For lists of law schools write to the American Bar Association, 1155 East 60th Street, Chicago 37, Ill.

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Q. I am interested in aeronautical engineering.—F. W., LaGrange, Ga.; . . . in petroleum engineering.—D. C., Springhill, La.; . . . in electrochemical engineering.—W. J., Williamansett, Pa.

A. Write to the Engineers Council for Professional Development, 29 West 39th Street, N. Y. 18, N. Y., for their pamphlet *Careers in Engineering.*

Q. I should like to major in mathematics. What courses must I take in high school and college? Are there opportunities for women in this field? Where can I get further information?—P. G., Cincinnati, Ohio; C. F., Waycross, Ga.

A. Your high school course should include the maximum amount of mathematics offered, including elementary and advanced algebra, geometry, and trigonometry. At college you will major in mathematics. Careers in mathematics involve mathematical theory and applied math. The development in recent years of high-speed electronic computers has brought a growing need for mathematicians. Employment is open for women in industry, educational institutions, banks, and insurance companies. You can get more information from the American Mathematical Society, 190 Hope Street, Providence, Rhode Island. Write also to the New York Life Insurance Co. for their pamphlet "Should My Child Become a Mathematician?" —H. Z.

School & College Directory

These schools offer excellent courses in various career fields. Be sure to write them for free catalogs. And when you do, please mention the name of this magazine.

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Boy dates Girl

By GAY HEAD

REMEMBER the theorem about the square of the hypotenuse equaling the sum of the squares of the other two sides? It's a proved geometric fact—but sometimes plane geometry isn't so "plain"! It's a logical business when class is in session, but logic can desert you completely when the bell rings and you head for the local after-school hangout. Then there may be other triangles to contend with, composed of such confusing ingredients as best friend, best girl, and you. What can you do when your private life becomes as crazy as a right triangle with six angles? For a satisfactory solution, try defining your terms, and some of the angles may become straight lines.

Q. Every time I like someone, my best friend ends up dating him. I usually have a few dates with a boy and then, before I know it, he's asking my friend out. She always asks me first, and I don't want to make a big issue of it and show her that I'm hurt, so I tell her it's all right with me. I don't want to lose a good friend, but I don't want to keep losing all my dates, either. What can I do?

A. "All for one and one for all," vowed the famous musketeers, Athos, Porthos, and Aramis, as they crossed their swords with a flourish. You and Ann haven't raised your swords in an oath of eternal loyalty, but since you are good friends, you expect a certain loyalty from each other.

Sometimes friends become rivals. You're the one who invites the boys to join you at the booth when you're having a soda with Ann; you're the one who talks to them easily; you're the one they ask out. Ann may be jealous of your success with the opposite sex and so she tries to rival you by landing a date with the boy who seems interested in you. She may want to prove to herself, and to you, that although you're the one who attracts the boys first, she's the one who rates their attention in the end. She may not consciously want to hurt you, but if she is jealous, she'll try to show you up.

You can keep your friendship intact if you give Ann less opportunity to be the "other woman" in your dating life. Use your discretion and, although you're bursting at the seams to confide in Ann about Rickie or Jim, play it cool and keep quiet. Be casual when you talk about your coming dates. And don't tie yourself so closely to Ann. If you've been an inseparable twosome, it may be a good idea to try to live a more independent existence. If you stick together, it's inevitable that the boys you meet will be the same ones that Ann gets to know.

If Ann has to stand on her own, she won't have as much opportunity to snag your dates. She'll be too busy trying to attract the boys herself. Branch out in your friendships. Spend more time with the other girls and let your friendship with Ann fall back into perspective.

Q. I had been "going steady" with a girl and then I went away for the summer. When I returned I found she was dating another boy. Recently I've started "going steady" with another girl I like very much, but now my first girl tells me that she's sorry and wants to start dating again. I still like her, but I also like the other girl I've been dating a great deal. I can't like them both. What can I do?

A. Caught on the horns of a dilemma, that annoying animal which tosses you back and forth between "either" and "or"? You may like both girls, but you can't "go steady" with both of them. If this triangle has you going around in circles mentally, try to stop spinning long enough to get a good look at the situation.

Think back to the not-too-ancient history of your romance with Liz. You had an understanding that your "going steady" status would continue over the summer. Perhaps this wasn't wise, but if either of you wanted to break the agreement, the fair thing would have been to discuss it via mail first. When Liz didn't, she wasn't fair to you. She isn't playing fair now, either. You have your own girl and Liz knows it. By the rules of the "going steady" game, it's definitely not fair play to deliberately try to break up a couple.

You're flattered that the girl who gave you the air has changed her mind. No one likes to be rejected. It's also reassuring to realize that you're still attractive to the girl who put a big hole in your ego by throwing you over for someone else. But don't let this sudden interest on Liz's part ruin your relationship with Judy. If Liz hasn't played fair before, you can't be sure that she will now. And from her behavior, it looks as though Liz is the kind of girl who always wants to be "going steady," who never lets one boy go until she's sure she has another to take his place.

A Scholastic Magazines cartoon

"Boy, have I got a big date tomorrow!"

When you have a choice to make, it's much safer to stick with the girl who knows the rules of the game, who plays fair, and whom you know you can trust.

Q. I've been dating one girl for about three months, but we've never made any agreement to "go steady." Now I don't want to spend as much time with her. I'd like to date other girls, but I don't want to hurt Laurie. What should I do?

A. No rings to give back, no pictures to put away. You've never told Laurie that she was your one-and-only, and yet, without any spoken agreement, you somehow came to rely on each other. When you call Laurie, you expect her to accept a date—and Laurie expects you to call and ask. Now you want to break the pattern, and, although nothing has been said, you know it will come as a jolt to Laurie.

Before you start lining up other dates, you do owe it to Laurie to let her know just what's going on. Even though you're not committed to her in so many words, your actions have committed you to an explanation. It would be cruel to let Laurie wonder what went wrong, what she did or said that made you angry. Life will look a lot brighter and clearer to her if you're honest and tell her how things stand.

Explain that although you like her and have enjoyed your dates, you don't want to "go steady." You can make the situation easier, too, if you reassure Laurie that this isn't the end of everything—that she won't have to face a sadly empty social calendar while she goes through a period of getting back into circulation. You still want to take her out, even though there will be other girls on your dating calendar, too. Be honest; with things out in the open, you and Laurie will both be happier.

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"Here's Looking at You!" is planned to help make *you* the kind of person who presents an attractive appearance to others. If you have ideas you'd like to share with others through this column — or special questions about your appearance that you'd like to ask — write: Carol Ray, *Scholastic Magazines*, 33 West 42nd St., New York 36, N. Y.

Q. What can a fellow do to keep his lips from chapping? I'm active in several outdoor sports, and my lips often get raw and cracked, especially during the cold weather.

A. The best thing to do is to carry a small stick of lip pomade with you. You can buy it at any drugstore for a few cents. Apply it whenever you spend much time outdoors. It's colorless and unnoticeable, but it's a great help if your lips chap easily.

Q. I'm about to start tweezing my eyebrows. How will I know how to shape them?

A. You should always follow the natural shape of your brows. Tampering too much with them creates an unnatural look. If you have a round face, you can make it look longer by accentuating the arch of your brows and keeping them as close together as is becoming. If your face is long, then your brows should be long, too, and only faintly arched. If necessary, lengthen them delicately with eyebrow pencil. But by all means, avoid a thin, plucked, artificial line. Natural-looking brows are the most becoming to everyone.

Q. What is the best way to remove wax from my ears?

A. There's no "best"way for you to do it yourself. A soft wax is continually being secreted in your ears. It acts as a protection against dirt, germs, and other foreign matter. Ordinary washing of the ears, including the inside, keeps them clean. However, sometimes the wax hardens and interferes with hearing. Only a doctor should remove hardened wax from your ears. Never poke bobby pins, match sticks, or other pointed objects into your ears! They may seriously injure the eardrum. A safe rule to follow is to put nothing in your ear smaller than your elbow!

Girl Friend?

There is a young girl we know,
Who wears make-up from head to toe;
With her face like a mask,
It is really a task
To tell if she's friend or foe!

* * *

Sentenced to Hang . . . Check to see that you're hanging your suit jackets properly. Make sure that (1) your suit hangs straight, not lopsided; (2) lapels lie flat, not pushed out of shape; (3) sleeves hang straight, not twisted; and (4) pocket flaps are smooth, not tucked crookedly into the pockets. Clothes don't make the man — but they help!

Feeling Itchy? . . . Are you allergic to wool, or to lanolin? Yes, there *is* a connection. Lanolin is prepared from wool fat. Some people are sensitive to wool. Simply because lanolin is made up in mild ointments and lotions doesn't mean that it won't produce allergic reactions. So, if your wool sweaters leave you with an itchy rash, you'd better steer clear of lanolin in any form.

* * *

Don't Believe a Word of It . . . Some people will tell you that if hair on the legs, arms, or in armpits is shaved off, it will grow in thicker and coarser than ever. It just isn't true. Shaving may irritate the skin. If so, apply a lather or a cream unless an electric razor is used.

* * *

Baggy Skirts Got You Down? . . . Buy a pair of suspenders and wear them under sweaters or pullover blouses to keep the back of your skirts from clinging to your figure in the wrong places.

* * *

Shoulder Capes Unlimited . . . The plastic bags that dry cleaners use to protect cleaned garments make handy shoulder capes to wear when combing, brushing, or setting your hair after you're dressed. Cut a half circle of plastic big enough to cover your shoulders completely. Cut a smaller half circle at the middle of the straight side to fit around your neck. Then sew a length of ribbon on either end of the neck opening. Cleaners' bags also make fine dust covers for dress-up clothes which don't get worn very often.

PROM AND PARTY HAIRDOS

Hairdos and arrangements by Eddie Senz

A double row of satin ribbon, tied on the side with the ends brought forward, adds a party touch to your everyday hairdo.

A curved row of small flowers, fitted to head and anchored with bobby pins, ornaments a simple, casual hair style.

Your favorite pins or charms parade around the hairline on satin ribbon. The ends dance fore and aft on the shoulders.

A flowing bob can be swept up to the top of your head, decorated with confetti bow and boutonniere or fresh flowers.

Feet First

HIGH HEELS can dress up anyone's appearance – but only if they're worn gracefully and comfortably. A few exercise sessions can strengthen your wobbling ankles, stretch your calf muscles, and turn your slouch into an erect carriage. Before you break in your new high heels, spend a few minutes each day on these exercises.

Ankles Away

1. This exercise is designed to strengthen your ankles. Cross your right leg over your left knee. Extend your right leg, with your knee straight. Rotate your right foot at the ankle in a clockwise direction 25 times. Then, rotate your foot 25 times in a counterclockwise direction. Repeat the procedure with your other foot.

2. This exercise strengthens your arches, as well as your ankles. Rise up on your toes and throw your weight to the outside of your feet. Hold this position while you count slowly to five. Relax gradually and return to your original position. (Hold a chair or wall until you can keep your balance.)

For Aching Calves

Wearing high heels causes calf muscles to shorten and tends to make you slouch in an attempt to keep from falling forward. These exercises make it easier for you to stand straight in high heels.

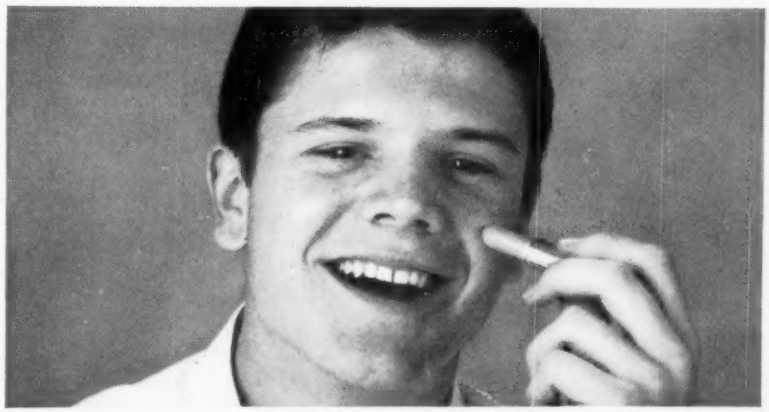
3. Place your right foot about six inches in front of your left foot, with both heels planted firmly on the floor. Bend your right knee forward, but keep your left heel flat. You'll feel a pulling in the back of your left leg. Hold this position while you count slowly to five. Straighten your right knee, rest for a few seconds, and then repeat the exercise 15 times. Reverse your position and put the strain on your right leg.

4. For this exercise, stand about three feet from a wall. Stretch your hands over your head and fall against the wall, reaching as high as you can. Hold this position while you count slowly to five, then stand straight. Repeat this exercise 25 times.

5. Sit on the floor with your right leg extended. Fold a bath towel lengthwise four times and wrap it around your foot like a stirrup. Holding the ends of the towel, pull towards you as far as you can (no bent knees, please!) and hold the position as you count slowly to five. Relax for a few seconds, repeat the exercise 15 times, then do it with your left foot.

New medicated acne stick

nips blemishes in the "bud"



Acts fast to stop pimples from "blooming" and spreading . . . conceals and helps heal pimples in all stages

Never again need you watch helplessly while a small blemish grows into a big ugly pimple. For now there's a new kind of medication that acts *fast* to heal and dry blemishes in their *bud* stage—or *any* stage. It's Sentor—the new, skin-toned acne stick that soothes and helps *heal* as it conceals.

Today's most effective treatment for pimples

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Easy, convenient to use. Just a quick dab with Sentor Stick is all you need—nothing to get under your nails. No tell-tale medicinal odor.

Ask your own doctor. He knows this new *greaseless* formula is so effective and so *safe*. Try Sentor *Medicated* Acne Stick – you'll be so glad you did.

HOW SENTOR ACTS FOUR WAYS TO HELP HEAL PIMPLES . . . TO PREVENT BLOOMING, SPREADING . . . *EVEN SCARRING*

1. **Melts blemishes away** – penetrates to dissolve "sick" blemish tissue.
2. **Dries up pustules**—absorbs the oil that blemishes thrive on.
3. **Helps prevent scarring**—helps heal tissue before permanent scarring begins.
4. **Combats re-infection**—combats the bacteria that make blemishes grow and spread.

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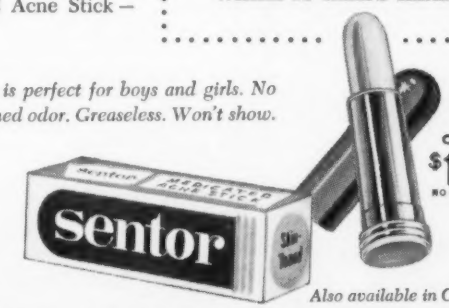
Sentor is perfect for boys and girls. No perfumed odor. Greaseless. Won't show.



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Scholastic TEACHER

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★ EDUCATION NEWS OF THE WEEK ★

Dr. Conant Reports to American People

This week, Dr. James B. Conant stepped before the National School Boards Association convention in San Francisco. At the same time, the McGraw-Hill Book Company in New York began rolling the presses on a brand new book—destined for the best seller lists. Purpose of the two actions: to give to the American people the final report of Dr. Conant's two-year study of the comprehensive high school. The study was financed by the Carnegie Corporation.

Title of the new 141-page book: *The American High School Today.* In the book, Dr. Conant reaffirms his faith in the American public school system. He points out that the comprehensive high school is strictly an American development in education: it is designed to provide a general education for all future citizens; to provide good elective programs for those who wish to use their acquired skills immediately on graduation; and to provide programs for those who wish to go on to college.

The problem is: How can we give all our students the best possible education in a world of rapidly-expanding knowledge? First of all, Dr. Conant says that the number of small high schools must be drastically reduced through district reorganization. At present, of the 21,000 U.S. public high schools, only 4,000 are big enough to provide the variety of courses needed for the wide variety of pupils who attend. How big is "big enough"? There should be at least 100 pupils in its graduating class each year, says Dr. Conant.

What about curriculum and school organization? Here are Dr. Conant's 21 recommendations* for the improvement of American secondary education:

▶1. The Counseling System:

In a satisfactory school system the counseling should start in the elementary school, and there should be good articulation between the counseling in the junior and senior high schools if the pattern is 6-3-3 or between the counseling in the elementary school and the high school if the system is organized on an 8-4 basis. There should be one full-time counselor (or guidance officer) for every 250-300 high school pupils. The counselors should have had teaching experience but should devote virtually full time to the counseling work.

▶2. Individualized Programs:

It should be the policy of the school that every student has an individualized program; there would be no classification of students according to clearly defined and labeled programs or tracks such as "college-preparatory," "vocational," "commercial."

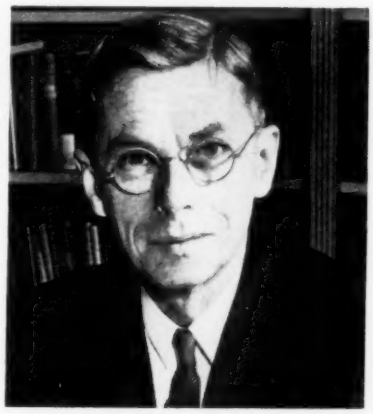
▶3. Required Program for All:

A. General Education. The requirements for graduation for all students should be as follows:

Four years of English, three or four years of social studies—including two years of history (one of which should be American history) and a senior course in American problems or American government; one year of mathematics in the ninth grade (algebra or general mathematics), and at least one year of science in the ninth or tenth grade, which might well be biology or general physical science.

B. The Elective Program. The other requirement for graduation should be successful completion of at least seven more courses, not including physical education. All students should be urged to include art and music in their elective programs. All students should be advised to have as the central core of their elective programs significant sequences of courses, either those leading to the development of a marketable skill or those of an academic nature.

C. Standards for Pass and Failure. In order to assist the counselors in their work of guiding the students into programs which the students can handle effectively, the teachers of the advanced academic *elective* courses—foreign languages, mathematics, and science—should be urged to maintain high standards. They should be told not to hesitate to fail a student who does not meet the minimum level of performance they judge necessary for a mastery of the subject in question. In other words, the work in the academic elective courses should be judged on a standard of performance so high that students who do not have the ability to handle the subjects are discouraged from electing these courses and prevented from continuing in the sequence. On the other hand, for the *required* courses another standard should be applied. Since these courses are required of all, irrespective of ability, a student may be given a passing grade if he has worked to full capacity whether or not a certain level of achievement has been reached.



Dr. James Bryant Conant

▶4. Ability Grouping:

In the required subjects and those elected by students with a wide range of ability, the students should be grouped according to ability, subject by subject. For example, in English, American history, ninth-grade algebra, biol-

**Dr. Conant's 21 recommendations are here quoted verbatim—but in somewhat edited form—and are reprinted courtesy of McGraw-Hill Book Company. Further reproduction is prohibited without the written permission of the publisher. "The American High School Today" is copyright 1959 by James Bryant Conant. It is available in paper-bound edition for $1.00; in cloth-bound edition for $2.95.*

ogy, and physical science, there should be at least three types of classes—one for the more able in the subject, another for the large group whose ability is about average, and another for the very slow readers who should be handled by special teachers. The middle group might be divided into two or three sections according to the students' ability in the subject in question. This type of grouping is not to be confused with across-the-board grouping according to which a given student is placed in a particular section in *all* courses. Under the scheme here recommended, for example, a student may be in the top section in English but the middle section in history or ninth-grade algebra.

▶5. Supplement to H. S. Diploma:

In addition to the diploma, each student should be given a durable record of the courses studied in four years and the grades obtained. The existence of such a record should be well publicized so that employers ask for it rather than merely relying on a diploma when questioning an applicant for a job about his education. The record might be a card that could be carried in a wallet.

▶6. English Composition:

The time devoted to English composition during the four years should occupy about half the total time devoted to the study of English. Each student should be required to write an average of one theme a week. Themes should be corrected by the teacher. In order that teachers of English have adequate time for handling these themes, no English teacher should be responsible for more than one hundred pupils.

To test the ability of each student in English composition, a school-wide composition test should be given in every grade; in the ninth and eleventh grades, these composition tests should be graded not only by the teacher but by a committee of the entire school. Those students who do not obtain a grade on the eleventh-grade composition test commensurate with their ability as measured by an aptitude test should be required to take a special course in English composition in twelfth grade.

▶7. Diversified programs for the development of marketable skills:

Programs should be available for girls interested in developing skills in typing, stenography, the use of clerical machines, home economics. Distributive education should be available if the retail shops in the community can be persuaded to provide suitable openings. If the community is rural, vocational agriculture should be included. For boys, depending on the community, trade and industrial programs should be available.

The school administration should constantly assess the employment situation in those trades included in the vocational programs. When opportunities for employment in a given trade no longer exist within the community, the training program in that field should be dropped.

▶8. Special consideration for the very slow readers:

Those in the ninth grade of the school who read at a level of the sixth grade or below should be given special consideration. These pupils should be instructed in English and the required social studies by special teachers who are interested in working with such students and who are sympathetic to their problems. Remedial reading should be part of the work, and special types of textbooks should be provided. The elective programs of these pupils should be directed toward simple vocational work, and they should be kept out of the regular vocational programs for boys, the distributive education program, and the regular commercial program for girls. These students should not be confused with

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Several different subject areas are represented in the new 16mm sound motion pictures from Coronet Films for junior and senior high schools. Each of these fine films is made specifically for the classroom . . . correlated to the units of instruction in leading textbooks . . . the result of months of dedicated effort on the part of famous educators and skilled film-makers. All are available in full color and black-and-white.

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Rembrandt: Painter of Man (19 min.) Sixty of Rembrandt's most famous original paintings illustrate highlights of his life and art.

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mentally retarded students. The education of the mentally retarded is a special problem which in some states is also handled in the regular high school through special instruction and the use of special state funds.

►9. The programs of the academically talented:

The following program should be strongly recommended as a minimum:

Four years of mathematics, four years of one foreign language, three years of science, in addition to the required four years of English and three years of social studies; a total of eighteen courses with homework to be taken in four years. This program will require at least fifteen homework hours weekly.

Many academically talented pupils [upper 15 per cent of student population] may wish to study a second foreign language or an additional course in social studies. Since such students are capable of handling twenty or more homework courses, these additional academic courses may be added to the recommended minimum program.

►10. Highly gifted pupils:

For the highly gifted pupils some type of special arrangement should be made. These pupils of high ability, who constitute on a national basis about 3 per cent of the student population, may well be too few in number in some schools to warrant giving them instruction in a special class. In this case, a special guidance officer should be assigned to the group as a tutor and should keep in close touch with these students throughout their four years of senior high schoolwork. The tutor should see to it that these students are challenged not only by course work but by the development of their special interests as well. The identification of the highly gifted might well start in the seventh or eighth grade or earlier.

If enough students are available to provide a special class, these students should take in the twelfth grade one or more courses which are part of the Advanced Placement Program.

►11. The academic inventory:

In order to provide meaningful statistics about the education of the academically talented, a school board through the superintendent should ask the principal each year to provide an academic inventory. The academic inventory should include information as to what per cent of the academically talented boys and girls went on to a two-year college, a four-year college, or a university. This academic inventory of the graduating class might well be published each year.

►12. Organization of the school day:

The school day should be so organized that there are at least six periods in addition to the required physical education and driver education which in many states occupy at least a period each day. A seven- or eight-period day may be organized with periods as short as forty-five minutes. Under such an organization, laboratory periods as well as industrial arts courses should involve double periods.

►13. Prerequisites for advanced academic courses:

Standards in advanced courses should be such that those who enroll in each successive course of a sequence have demonstrated the ability required to handle that course. To this end, admission to eleventh-grade mathematics should depend upon the student's receiving at least a C in tenth-grade mathematics, and for admission to twelfth-grade mathematics at least a C should be required in the eleventh-grade course. Similarly, if the physics course is given in the twelfth grade, it should be open only to those students who have studied three years of mathematics and obtained a grade of at least C in each course. Also, in the foreign language sequence, a grade of C should be required for entry into the second-year course.

(Turn page)

This could be the MOST IMPORTANT LESSON YOU'LL EVER TEACH!

Cartoon Book Teaches Safe Driving for Teen-Agers . . . is endorsed by Leading Safety Organizations

Cars are not the killers. Improperly trained drivers or drivers with reckless, insane attitudes are responsible for the mounting, tragic slaughter on nation's highways.

Each year 1,400,000 injuries and deaths are caused by highway accidents. Young drivers, mostly in their teens, are involved in one out of four auto accidents that cause death.

"Tommy Gets the Keys," a free, 32-page, four-color cartoon book educates teen-age drivers in the safe and sane operation of an automobile. The book inspires young people to a sense of responsibility that should accompany the driving privilege. It points out that sportsmanship, plus courtesy and skill, are the basic ingredients of good driving practice.

FREE! ***Use coupon to order copies for every pupil in your class***

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Scholastic TEACHER

The Weekly News Review of Education & Teaching Guide for Scholastic Magazines

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►14. Students should not be given a rank in class according to their grades in all subjects:

In many schools, it is customary to designate a rank in class on graduation as determined by the marks received; the position of valedictorian is usually held by the student whose rank is number one. The ranking is calculated by averaging the grades in all subjects taken during the four years. I [Dr. Conant] have found that in many schools the desire to rank high has led bright students to elect easy courses in order to obtain high grades.

►15. Academic honors list:

At the end of each marking period, a list should be published of the students who had elected courses recommended for the academically talented and had made an average grade of B.

►16. Developmental reading program:

A school should have the equipment for a developmental reading program. The program should be available on a voluntary basis for all the pupils in the school. The counselors and teachers of English should be asked to view this program sympathetically and to urge students to take advantage of the opportunity to increase reading speed and comprehension.

►17. Summer school:

The school board should operate a tuition-free summer school in which courses are available not only for students who have to repeat a subject, but also for the bright and ambitious students who wish to use the summer to broaden their elective programs.

►18. Foreign languages:

The school board should be ready to offer a third and fourth year of a foreign language, no matter how few students enroll. The guidance officers should urge the completion of a four-year sequence of *one* foreign language if the student demonstrates ability in handling foreign languages. On the other hand, students who have real difficulty handling the first year of a language should be advised against continuing with the subject.

►19. Science courses:

All students should obtain some understanding of the nature of science and the scientific approach by a required course in physical science or biology. This course should be given in at least three sections grouped by ability.

To accommodate students who are interested in science but do not have the required mathematical ability, two types of chemistry should be offered. For entry into one, at least a C in algebra and tenth-grade mathematics should be required. The other course should be designed for pupils with less mathematical ability. The standards even in this second course, however, should be such that those with less than average ability (assuming a distribution of ability according to the national norm) will have difficulty passing the course.

In addition to the physics course given in the twelfth grade with mathematics as a prerequisite, another course in physics should be offered with some such designation as "practical physics." The standards in this second course should be such that students with less than average ability have difficulty passing the course.

►20. Homerooms:

For the purpose of developing an understanding among students of different levels of academic ability and vocational goals, homerooms should be organized in such a way as to make them significant social units in the school. To this end, students should be kept together in one homeroom for the entire senior high school course (three or four years), and care should be taken to have each homeroom a cross section of the school in terms of ability and vocational interest. The teachers in charge of the homerooms should be persuaded by the administration that their work as homeroom teachers is important. Sufficient time should be allotted to the homeroom so that students may use this period to develop a sense of community interest and to have practice in a small way in representative government.

►21. Twelth-grade social studies:

In the twelfth grade a course on American problems or American government should be required. This course should include as much material on economics as the students can effectively handle at this point in their development. Each class in this course should be a cross section of the school: the class should be heterogeneously grouped. Teachers should encourage all students to participate in discussions. This course should develop not only an understanding of the American form of government and of the economic basis of our free society, but also mutual respect and understanding among different types of students. Current topics should be included; free discussion of controversial issues should be encouraged. This approach is one significant way in which our schools distinguish themselves from those in totalitarian nations. This course, as well as well-organized homerooms and certain student activities, can contribute a great deal to the development of future citizens of our democracy who will be intelligent voters, stand firm under trying national conditions, and not be beguiled by the oratory of those who appeal to special interests.

(News concludes on page 15-T)

How to Save on Your Income Tax!

By MADALINE KINTER REMMLEIN

IF YOUR TOTAL income was less than $10,000 last year—and less than $200 came from sources on which tax was not withheld (such as dividends), you have three possible ways of filing your tax return.

- Use the simplified card (Form 1040A).
- Use the short form of the leaflet (Form 1040), filing only page 1 and the back of it which is page 3.
- File the complete four-page leaflet.

Try out *each* of these three ways to see which results in the lowest tax for *you!*

Using the card, you cannot reduce your taxable income by the deductions allowed those who use the leaflet (Form 1040). **Therefore, if you received pay during sick leave or incurred deductible educational expenses, fill in at least the short Form 1040.**

Certain professional expenses and credit for dividends can be used to reduce tax only if the *complete* Form 1040 is filed.

Deductions

Deductions taken on page 1 reduce adjusted gross income. You may then figure your tax by the standard deduction, or itemize your deductions on page 2. Since the standard deduction allows 10 per cent of adjusted gross income, up to $1,000, it does not pay to itemize deductions unless they total more than the standard deduction.

On the other hand, if contributions to charity, medical expenses, child-care expenses, state and local taxes, etc., that can be deducted on page 2 total to over 10 per cent of adjusted gross income, or $1,000, itemizing deductions will result in a lower tax than would be due from using the standard deduction. A teacher who knows the tax rules—where and how to deduct what—can save himself a lot of tax money.

This article mentions only the deductions that are directly concerned with the teaching profession.

Expenses for Further Education

Under new regulations, educational expenses are deductible:

1. When the education was undertaken because the teacher deemed it necessary to maintain or improve his skills.

2. When the education was undertaken to meet requirement imposed by the employer or the state as a condition to retention by the teacher of his salary, status, or employment.

The cost of transportation, meals and lodging away from home is deductible on page 1, as a deduction from gross income. Tuition, books, and other expenses of further education are deductible on page 2. None of these expenses can be deducted if the teacher uses the card to report his taxable income.

It would be misleading if no mention were made of the fact that not all education meets the qualifications for deduction. Educational expenses are not deductible if incurred to meet minimum standards for employment as a regular teacher. Nor are they deductible when incurred *primarily* to obtain a new position, to make substantial advancement in position, or to fulfill general cultural aspirations of the teacher. Travel as a form of education is generally not a deductible expense.

Page 1 Deductions

Sick leave pay, up to $100 a week, can be deducted from gross income on line 6, page 1. Sick leave pay was made deductible only recently. Formerly, only certain kinds of benefits paid to sick taxpayers had been deductible. It seemed more equitable to apply basically the same rules to all kinds of sick pay.

Transportation and travel-away-from-home expenses may also be deducted under certain conditions.

On line 5, page 1, simply enter as income your salary less these deductible expenses. Attach an explanatory statement to show why the amount entered is less than the gross salary shown on your W-2 withholding form.

Suppose you live in Newark, and attend college classes in New York City. You can deduct transportation costs between Newark and New York, if the education undertaken meets qualifications for deduction. If you do not remain away from home overnight, you can deduct only transportation costs. On the other hand, if you live in Alabama but stay in New York while attending college, you can deduct the cost of meals and lodgings, baggage handling, tips, etc., as well as transportation.

If you go to another city to teach summer school, living there for that purpose during the session you may deduct all travel expenses, meals, and lodging while living away from home.

Collier's

"I just took the deductions everybody else is getting away with!"

Local transportation costs may be deductible also, in some circumstances. If you attend college in the same city where you live, transportation can be deducted only if you go to the college directly from your place of employment. If your assignment requires you to go to several school buildings within any school day, transportation costs between school buildings is deductible. If you teach night-school classes, you cannot deduct transportation unless you go directly from your place of day-school employment.

These restrictions stem from the rule that commuters' fares are not deductible. No taxpayer can deduct the cost of going to and from home and work.

Page 2 Deductions

Under the heading of "Other Deductions" on the tax return, you may deduct dues to professional organizations, subscriptions to professional periodicals, cost of supplies and equipment needed in school work or for preparation for school work, tuition and miscellaneous expenses of further education if the education meets eligibility for deduction as an educational expense. Books and equipment that are useful for more than one year should be deducted on a depreciated basis; the cost of materials that have short-lived usefulness can be deducted in the year they are purchased.

Workshops and Conventions

Expenses of attending a workshop are deductible as educational expenses, the same as college attendance for further education. Expenses of attending a convention are also deductible as edutional expenses, if you go "on your own." If attendance is as a delegate to represent an organization, the expenses should be allocated between educational expenses deductible on page 1 and expenses which are attributable to attendance as a delegate. Delegates' expenses are deductible on page 2 of the

(Continued on page 14-T)

Madaline Kinter Remmlein, professor of school administration and lecturer in school law, was income tax specialist for the National Education Association from 1942-58. Her new book, Teachers' Federal Income Tax Guide *(Channel Press, $2.50), is a current Scholastic Book Services selection available to Arrow Book Club and Teen Age Book Club teacher-sponsors at a 20% discount.*

Teaching Guide for this issue of Senior Scholastic

WHAT'S IN THIS ISSUE

Labor—Where Does It Go From Here? (p. 14). In our national affairs article we describe the legislative program of organized labor built, in part, on Democratic victories at the polls for which labor claims substantial credit.

Argentina—What's at Stake in the Land of Beef (p. 10). In our world affairs article, we study the imposing problems which face a Latin American neighbor that is still paying the price of the ousted Peron dictatorship.

A 50th Star . . . for Hawaii? (p. 8). In our Forum Topic of the Week we present the arguments on both sides of the controversy over admission of Hawaii—arguments aroused by our admission of Alaska as the 49th state.

Pasteur (p. 18). Meet the great French scientist whose war against germs has helped to make man's stay on earth longer and healthier.

Labor (p. 14)

American History, Economics, Problems of Democracy

Digest of the Article

Organized labor is claiming a minor share of the credit for the Democratic victories in the last election. In return for political support, the AFL-CIO is calling upon Congress to raise the minimum hourly wage to $1.25 an hour, provide greater Social Security benefits, eliminate provisions of the Taft-Hartley law regarded as anti-labor, and aid depressed areas. Opposition to this program may come from the Administration if the program means upping the budget. Business groups will also oppose a program which means pushing up wages without corresponding increases in productivity.

Other legislative proposals affecting labor will include renewed efforts to curb corruption and misuse of union funds as revealed by the McClellan committee. For its part the AFL-CIO has ousted the Teamsters union.

Since past experience with rising wages has included rising prices, the effect of any consequent inflation on the economy is being weighed.

Aim

To help students understand the goals of organized labor, today, and to consider the pressures which favor or oppose labor's program.

Assignment

1. Explain each of the following terms: (a) collective bargaining; (b) union shop; (c) industrial unionism; (d) featherbedding; (e) lobby.

2. Outline: (a) labor's Federal legislative program; (b) proposals to curb union abuses.

3. A labor leader today must be skilled in negotiations with businessmen and skilled in politics. Do you agree? Explain.

Discussion Questions

1. If you were a union leader, which of labor's proposals for improved conditions would you press hardest? Why?

2. The leadership of the AFL-CIO is concerned not only about gains for labor but controlling abuses by some union leaders. Do you agree? Support your position.

3. If you were a businessman, why might you be critical of organized labor's program?

4. Federal and state legislators are wise to weigh their votes carefully before casting them on matters affecting organized labor. Do you agree? Why?

5. Think of one change in working conditions which may be brought about if labor's program is enacted and tell us how it can affect you.

Argentina (p. 10)

World History, American History

Digest of the Article

The effects of the Peron dictatorship (1946-1955) are still being felt in Argentina. Under Peron, favored manufacturers, corrupt officials, and government-controlled labor unions contributed to mounting political and economic chaos. Civil liberties were suppressed by the dictatorship which was sympathetic to the Axis powers during World War II, except during the final months of the conflict when Axis defeat was imminent. Peron was toppled from power when he launched an attack on the Catholic Church.

The military government which replaced Peron has given way to a democratic government under President Arturo Frondizi. The stability of the government has been threatened by a shortage of goods, inflation, and lack of money with which to make purchases abroad. Financial aid has been forthcoming from the United States and international funds. Frondizi has called upon the people of Argentina to make sacrifices so that more of the nation's beef can be exported and thus pay for needed imports. Frondizi is resisting labor's demands for higher pay in an effort to curb inflation. He has permitted the value of the peso to drop in order to encourage foreign purchases of Argentine products. Frondizi is also encouraging the investment of American capital in Argentine oil wells, despite political criticism. The present government hopes that harsh economic measures will increase production and pay off in the long run.

TIPS FOR TEACHERS

Why save issues of *Senior Scholastic*? Teachers find so much that is useful in *Senior Scholastic* that they wonder how they can use it all. Probably you *cannot* use it all—not at any one time, that is.

There may be articles or features in *Senior Scholastic* which you can use to good advantage later in the term. Even if you set aside only one period a week for current affairs, you can make note of a particular article that you will want to use at some future time. If your semester's work is laid out in units, you may wish to hold an article for later integration with the unit which is some weeks off. For example, in the course in American History, you may have a unit, "Expansion of the United States." In this issue we have a Forum Topic, "A 50th Star . . . for Hawaii?" You may want to use that Forum Topic at the time you are taking up the expansion of the United States, rather than at the present. It is, therefore, important that you impress upon students the importance of saving each issue of the magazine.

By saving each issue, students will save the time it takes to hunt for fugitive materials. *Senior Scholastic* is a ready resource for bringing the textbook up to date. Our writers keep a wary eye on the current significance of topics before probing the past. This gives your students a living textbook on which to draw.—H.L.H.

A Lesson Plan

Aim

To help students understand the impact of the Peron dictatorship on Argentina and to consider the problems which face the present Argentine government.

Assignment

1. How did Juan Peron succeed in gaining power in Argentina?
2. Discuss briefly Peron's influence on (a) free trade unions; (b) civil liberties; (c) Argentine foreign policy.
3. Account for Peron's downfall.
4. The present government of Argentina has taken unpopular steps to increase production and bring prices down. Explain. Include in your answer measures being taken by the U.S. to help Argentina.

Motivation

It has been said that each dictatorship carries within itself the seeds of its own destruction. Explain this.

Pivotal Questions

1. If you were an Argentine would you have supported or opposed the Peron regime? (Students should be encouraged to phrase answers in terms of what their status in Argentina might have been. *E.g.*, industrial workers, farmers, clergymen, newspaper editors, etc.)
2. Describe the factors which combined to overthrow the Peron dictatorship.
3. Which of the problems facing President Frondizi today do you regard as most serious? Why? What steps are being taken to solve the problem?
4. The new Argentine regime is proceeding along a rough road to democracy. Explain that statement.

Summary

What difference does it make to us if Argentina remains a democracy or falls under a dictatorship?

Things to Do

1. A student can report, orally or in writing, on similarities and differences in the events which led to the overthrow of two Latin American dictators: Peron and Batista.
2. Role playing: An Argentine businessman is trying to interest an American in investing funds in Argentine industry.
3. A committee can work on a radio-TV "You Are There" script in which the final days of the Peron dictatorship are relived.

A 50th Star . . . for Hawaii (p. 8)

American History, Problems of Democracy

Digest of the Arguments

The admission of Alaska as the 49th State has stimulated anew Hawaii's quest for admission as the 50th State. Hawaii has already approved a constitution which would qualify the territory for admission as a state.

Proponents of admission hold that the 600,000 American citizens of Hawaii follow American customs and have demonstrated their good citizenship; that Hawaiians pay Federal taxes in excess of what the Federal Government has spent on the Territory, exclusive of national defense; that statehood will aid the expanding agriculture and industry of Hawaii; that admission of Hawaii as a state will answer the charge that the United States is unfriendly to Asians.

Opponents hold that we have not yet had time to evaluate the impact of Alaska's admission as a state; that Hawaii is 2,400 miles from California and only one fifth of Hawaii's people are white families; that organized labor on the islands is largely Communist dominated and influential politically; that admission of Hawaii as a state would place limits on Federal control of military defenses.

Aim

To help students evaluate the arguments for and against admission of Hawaii as the 50th state.

Assignment

1. Use your own words to outline the arguments for and against admission of Hawaii as a state.
2. Which of the arguments for *or* against admission impressed you most? Why?

Things to Do

1. The class can assemble as the "U.S. Senate" and debate the admission of Hawaii as a state. One student can act as Vice-President of the United States and preside over the Senate debate. Toward the end of the period, the Vice-President can recognize one Senator who will summarize the arguments *for* admission and a different Senator to summarize the arguments *against* admission. The debate can terminate in a vote.
2. Students can write a practice letter to their Congressman or Senator giving their viewpoint on the admission of Hawaii as a state. A good general rule is to keep letters to Congressmen (and most public officials) to one side of a page.

Coming Up!
in Future Issues

February 6, 1959

World Affairs Article: **Cuba—What's Ahead for the New Regime.**

National Affairs Article: **Uncle Sam—Have Capital, Will Travel — American investments overseas and what they mean in building the economies of foreign lands and friendship for the U.S.**

Forum Topic of the Week: **The American Image—Abroad—A group of high school students from foreign countries tell what America means to them.**

Breakthroughs in Science: **Mendel—He Discovered the Laws of Heredity.**

Coming February 20

Special Issue on *Your Career*

Louis Pasteur (p. 18)

"Breakthroughs in Science" this week is devoted to the nineteenth-century French scientist whose germ theory of disease is probably the greatest single medical discovery in history.

Aim

To help students appreciate the significance of Pasteur's contributions to modern medicine.

Discussion Questions

You can find the word "pasteurization" in any American dictionary. How did it get there? What does it mean?

2. Which of the subjects offered in our high school are especially necessary if you want to prepare for a career in science? What evidence have we that Pasteur used his knowledge of chemistry in solving scientific problems? How can training in the social studies help a scientist to play a role in our society?
3. Describe the procedure whereby Pasteur disproved the theory of "spontaneous generation."
4. Pasteur was not only a great scientist but a great patriot. What actions of Pasteur support that statement?
5. Scientists can help to bridge differences which divide nations. How does Pasteur's life and work demonstrate the truth of that statement?

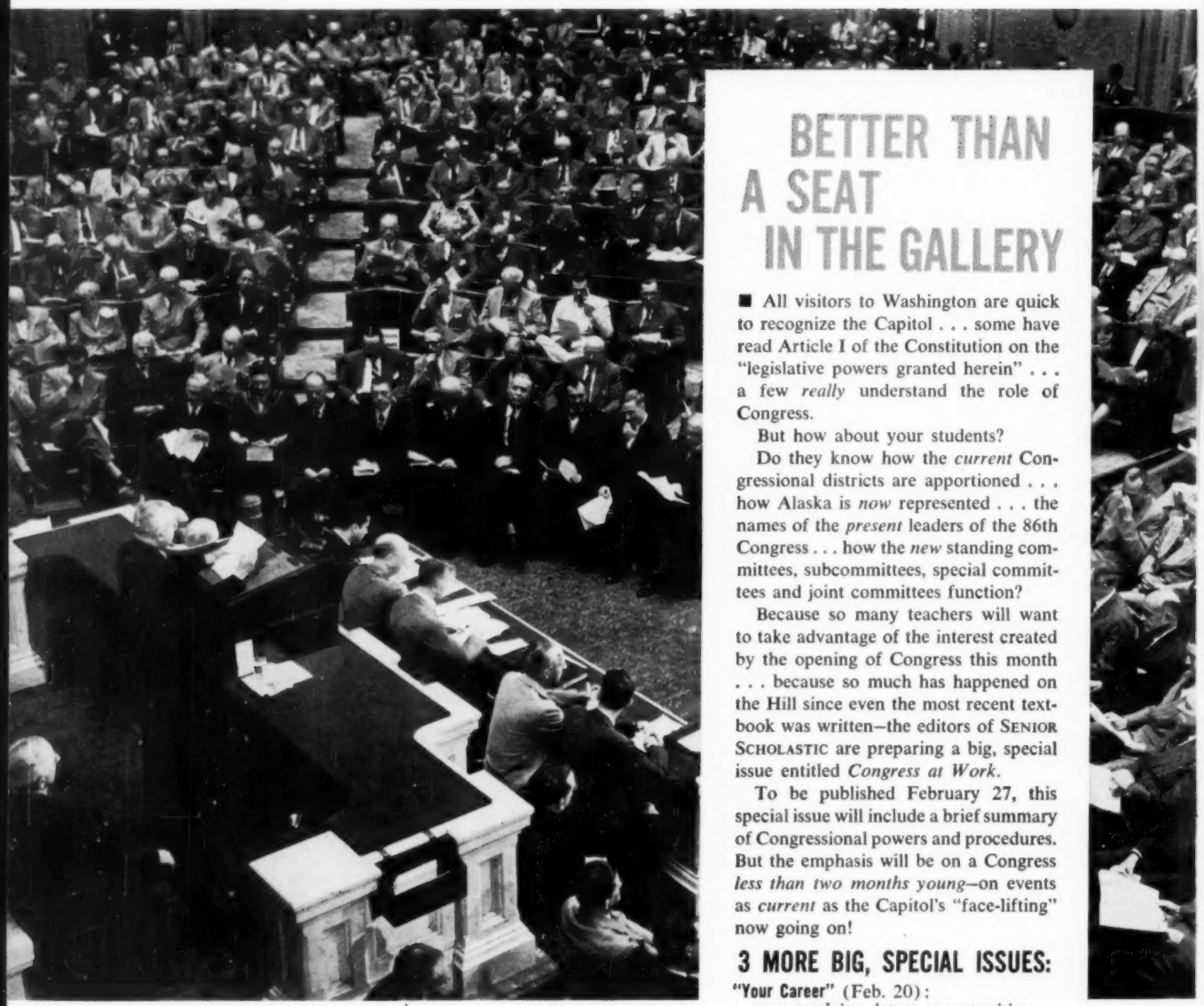
Things to Do

1. A science-minded student can give a chalk-talk on one of Pasteur's experiments, or describe some of the "discoveries" he has made with a microscope.
2. Encourage pupils to read biographies. A life of Pasteur may get some non-readers of biography started and keep others on the reading road.

THIS WEEK'S QUIZ ANSWERS

(See page 27)

I. *Labor:* A. 1-f; 2-i; 3-e; 4-h; 5-b; 6-c; 7-j; 8-g. B. 1-b; 2-a; 3-d; 4-d.
II. *Argentina:* 1-d; 2-a; 3-a; 4-d; 5-b.
III. *Graph:* 1-T; 2-T; 3-NS; 4-F; 5-F.
IV. *Hawaii:* 1-A; 2-F; 3-A; 4-F; 5-A; 6-F; 7-F; 8-A.



BETTER THAN A SEAT IN THE GALLERY

■ All visitors to Washington are quick to recognize the Capitol . . . some have read Article I of the Constitution on the "legislative powers granted herein" . . . a few *really* understand the role of Congress.

But how about your students?

Do they know how the *current* Congressional districts are apportioned . . . how Alaska is *now* represented . . . the names of the *present* leaders of the 86th Congress . . . how the *new* standing committees, subcommittees, special committees and joint committees function?

Because so many teachers will want to take advantage of the interest created by the opening of Congress this month . . . because so much has happened on the Hill since even the most recent textbook was written—the editors of SENIOR SCHOLASTIC are preparing a big, special issue entitled *Congress at Work*.

To be published February 27, this special issue will include a brief summary of Congressional powers and procedures. But the emphasis will be on a Congress *less than two months young*—on events as *current* as the Capitol's "face-lifting" now going on!

3 MORE BIG, SPECIAL ISSUES:

"Your Career" (Feb. 20):
expert advice, latest opportunities

"St. Lawrence Seaway" (March 20):
new gateway to an empire

"I.G.Y." (April 24):
what we learned, the changes it means.

■ Don't let your students miss these valuable, special issues—or *any* of the fifteen isues of SENIOR SCHOLASTIC from January 30 to May 15! *Be sure* their subscriptions are entered for the second semester.

Just fill out the order card opposite, and drop it in the mail *today!* Remember, you may revise a "tentative" order later . . . and you won't be billed until your order is final.

SENIOR SCHOLASTIC

33 West 42nd Street, New York 36, N. Y.

U.S. "Town Meeting" Tourists Welcomed to South America

By **JACK LIPPERT,** Executive Editor, *Scholastic Magazines*

THIRTY representatives of U. S. non-governmental organizations recently returned from a 14,000-mile swing through South America where they met with host groups in seminars and town meetings to discuss inter-American relations. The basic purpose of the tour was to promote understanding and good will among the American peoples.

The tour was made by air via Pan American and Panagra, in order to meet the demands of a 31-day time limit and a program calling for three or more meetings in each of eight cities (Caracas, Bogota, Lima, Santiago, Buenos Aires, Montevideo, Sao Paulo, Rio de Janeiro). This schedule allowed an average of one-half week in each city.

Organized by International Seminars, **Inc., the tour** led by its president, George V. Denny, Jr., founder of America's Town Meeting of the Air and master of the art of conducting orderly discussion of controversial questions.

The group represented U. S. organizations in the fields of education, publishing, agriculture, medicine, business, labor, religion, youth, veterans, civic, fraternal societies, and tourism. Several of the group were directly associated with education and seized every opportunity to visit schools and to talk with teachers and school administrators. Dr. Walter W. Eshelman, Upper Dublin (Pa.), school administrator and president-elect of the National Education Association, represented that organization. Dr. Minnie Miller, professor of Spanish, Kansas State Teachers College, represented American Association of University Women; Jaime Fonseca, National Catholic Welfare Conference; Mrs. James C. Parker, National Congress of Parents and Teachers; Rev. Arthur C. Kiernan, Maryknoll Fathers; Charles E. Griffith, American Textbook Publishers Institute and American Book Publishers Council; the writer, Educational Press Association and *Scholastic.*

The first leg of the tour was the 1,800-mile flight, New York to Caracas, Venezuela, where Vice-President and Mrs. Nixon were stoned and spat upon in the worst of the anti-U. S. demonstrations encountered on their South American tour. The people we met were ashamed of the indignities to the Nixons, and seemed determined to show it by an outpouring of cordiality.

It had been made abundantly clear that we were not representatives of the government, but of private organizations; that we spoke only for ourselves, and had come for friendly talks out of desire to learn. This satisfied most of the local people, but there was one exception of record. At the hotel in Caracas, shortly after our arrival, three Venezuelans were sitting at a table next to ours. The one who spoke the best English approached to ask if we were the North American seminar group, a fact which our lapel badges proclaimed. They asked the purpose of our visit, but refused to accept the explanation that it was solely to learn more about Venezuela and to try to make some friends on a "people to people" basis. Incredulous, they insisted that there must be some other motive, and implied that we were on the scene to influence Venezuelans to vote for a certain candidate in the approaching presidential election! Venezuela had recently exiled a dictator, so it was understandable that among the population were some who were suspicious of a group of visitors arriving during the heat of the first free election in a decade.

Hard Road of Democracy

Of the seven countries visited, three had shaken off dictatorships in recent years (1955 for Argentina, 1957 for Colombia, 1958 for Venezuela). A dictatorship down the drain does not necessarily mean that democracy survives. It is not so simple, for the economic chaos left by the dictators would test the strength of any form of government. Yet, there was apparent in the groups we met, and in the press which is now free, a determination to make parliamentary government serve the purposes of democracy. They need help—economic assistance in the form of loans and foreign investments to accelerate industrialization. They would prefer to get this help from the non-Communist nations. As one commentator put it, U. S. aid on a large scale must be forthcoming to prevent the Communists from winning the impoverished majority, who have nothing to lose but their misery.

In each city our group met with an equal number of "counterparts." Our farm expert was paired with one of theirs, educator with educator, publisher with publisher, and so on. At meetings, one usually sat next to, or facing, his counterpart.

The schedule varied from city to city, but usually it called for two seminars and a town meeting. In addition to these, there were formal and informal social affairs arranged by the hosts, business and civic leaders, and the U. S. ambassador.

The first seminar was intended for the discussion of economic affairs, and the second seminar for social and educational matters. But even the talents of George Denny could not keep education out of the first session, nor economics out of the second.

Everywhere our hosts and counterparts recognized that the upgrading of education was a problem of primary importance. There is a deficiency of schools, teachers, and textbooks. Nations with highest Indian, mestizo, and Negro populations have the greatest need.

(Turn page)

Publigraf

Inter-American seminar at Caracas: U.S., Venezuelan delegates sit across from one another at facing tables. In front row, far side, fifth from left, is president-elect Walter Eshelman of the National Education Association. The Rev. Arthur Kiernan of Maryknoll Fathers sits between Dr. Eshelman and Mrs. James Parker, president of the National Congress of Parents and Teachers. Author Jack Lippert of *Scholastic Magazines,* representing Educational Press Association, sits at the extreme left.

There was no issue about where more "aid to education" was to come from—local communities, state, or federal governments. If it comes at all, it will have to come from the federal governments. Each country has its ministry of education, exerting a strong influence over curriculum, teacher training, and certification. Private and parochial schools, as well as public schools, are required to observe the basic curriculum, but may add subjects as they wish. In all of the countries the population is predominantly Catholic. In some countries religious instruction is given in the public schools as well as in the parochial schools.

Though civic and educational leaders seemed determined to press for budgetary increases for education, and have been getting some, they cannot yet see this as progress because budget increases have not kept up with birth rates.

A statistic to dream on: In the 20 Latin American nations there are, today, about 183,000,000 people. At the prevailing birth rate the population would be 500,000,000 before the end of this century.

There are many bright spots on the educational scene. We were impressed by the excellent administration and quality of teaching in the few schools we had time to visit in each city; and by the strong influence of U.S. educational philosophy and practices. The traditional school is slowly giving ground to the modern school with its creative approach. An exhilarating experience was the visit to the new Regional Institute of Educational Research, Sao Paulo, Brazil, which was recently opened to admit the first group of children in the laboratory school.

Of course most of the public schools to which we were escorted were showplaces, but we also visited schools on the fringe of the city where barefooted children were receiving excellent instruction in the academic fundamentals.

In some countries English is required in the primary school. In others there is a growing demand for it. Often we were asked why more attention is not given to Spanish (or Portuguese) in U.S. elementary schools.

Teachers expressed the hope for a stepped-up program of exchange of teachers and students between North and South America. They told us of invitations from the Soviet Union to visit there as guests, and of the recruiting activities of the small but influential Communist-dominated teachers' organizations. Dr. Eshelman probed into these matters in talks with leaders of non-Communist teachers' groups, urged their representation at the forthcoming meeting of the World Confederation of Organizations of the Teaching Profession in Washington, July 30-Aug. 7.

The Nike and the Santa Maria—In YOUR Classroom!

By DR. MARIAN WAGSTAFF

RECENTLY a proud grandfather boasted that his young grandchild could rattle off the performance characteristics of the Nike anti-aircraft missile. How had the youngster been able to do it? By building a model of the missile from a kit. And this was proof enough to the proud grandpa—who is also President of the United States—that today's young people are ready and eager for more public schooling above and beyond high school.

The fact of the matter is that today's new instructional materials are making it possible for Johnny to expand his horizons as never before in history. Films and filmstrips, recordings, television, and reference books have long made it possible to bring the world into every classroom. And now something new has come along—something which brings the tactile senses into the learning process, as well. It is the model kit.

Today's kit models cover the waterfront—and the space front, too. Your students can construct "Old Ironsides," the "Santa Maria," the old "Clipper Ship," the Nike missile, and all the latest planes and missiles. It's one thing to *tell* your students what a leaky old tub the "Santa Maria" was to cross the stormy Atlantic. But it's something else when they build the ship with their own hands, compare the dimensions with today's modern oceanliners, and then wonder where the crew lived, where and how food and water were stored, how Columbus stayed on course.

And what better way to compare the great scientific achievements over the last generation than by showing radical changes in aircraft design and construction?

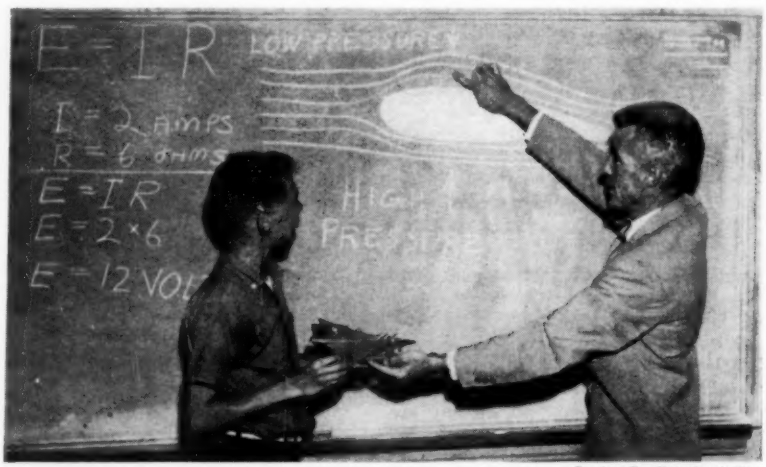
Teachers who have used model kits in the classroom report a spurt in reading, in library research, and in vocabulary. They also report new interest in history, social studies, and English. Apparently the model kits are acting as a powerful motivating force.

From the teacher's point of view, the kits are also creating a striking classroom atmosphere. A recent visitor to an opening day of the seventh grade in a Delano (Calif.) elementary school was immediately impressed by the classroom atmosphere. It was attractive, pleasant, and stimulating. A cheerful display of colorful aerial photos, colored maps and world globes was well organized around the room.

Hanging from the ceiling of the room were a number of model planes. On display near the side windows were additional models, some in the process of construction, with typed cards describing the step-by-step procedures.

When the bell rang, the teacher faced an inspired, eager class of young teen-agers. She had recognized the value of starting her new group in an atmosphere which would motivate their educational desires. She had, in a brief time, aroused her students' interest and made them aware that she, along with them, was thinking in the new terms of the Space Age.

Dr. Marian Wagstaff is Professor of Education at Los Angeles State College.



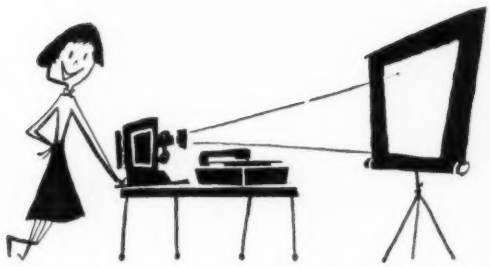
Courtesy Revell Authentic Kits

Teacher August Macaluse shows student Steve Whipple principle of aerodynamics, following Steve's construction of scale model plane.

The Sound Filmstrip—A-V Device

For Eye and Ear

By VERA FALCONER



THE SOUND FILMSTRIP is more than a filmstrip—more than a recording—but less than a sound motion picture. It has some characteristics of all three—yet is a distinct medium with its own valuable characteristics.

Here is how it works: While the filmstrip is projected frame by frame, a record—or tape—is played simultaneously. In the earliest days of the sound filmstrip, the recording either described particular frames of the filmstrip, or else supplemented information which the filmstrip contained.

But today the sound filmstrip has gone way beyond—especially in the areas of foreign language and music.

Foreign Language

Development of audio-visual materials for modern language instruction is comparatively recent. Why? For two reasons, mainly. The approach is swinging away from the academic reading-translating-grammar study to conversational speaking and understanding.

Also, impetus is gained from the support of the National Defense Education Act, which stresses modern language (along with math and science) as one of the critical areas in our educational systems.

What is offered in this exciting new area for the sound filmstrip? Just released is the Pathescope-Berlitz *French Language Series* (Pathescope Educational Films, 10 Columbus Circle, New York 19), adapted from the famous Berlitz course for classroom use. Forty lessons on color filmstrips, each with a record, plus other teaching aids to enhance your beginning French course. The filmstrips, all photographed in France, follow the experience of a young American, providing a story thread for the conversational episodes, showing much of daily life and French culture.

The records are multi-voice native French. The entire series is designed to help the teacher meet the aims of understanding, speaking, reading, writing, and learning more of the country's culture. Here the flexibility of the filmstrip is not only retained, but applied to the entire series. Possibilities of use are almost limitless—the record and filmstrip may be used together or separately for many varied purposes.

Wayne State Univ. (Audio-Visual Materials Consultation Bureau, Detroit 2, Mich.) has developed a language instruction unit using color 2 x 2 slides and tapes (which can be considered a variation of the sound filmstrip). *Images de France*, for beginning French, is a complete integrated audio-visual course, based on the audio-oral approach to language instruction. Again flexibility is retained and multiplied—slides and tapes for use together or separately for many instructional purposes. The course contains student workbooks and teacher's manual, providing an entire unit of instruction.

Another French instruction series is being developed by Tavor Aids (262 Fifth Ave., New York 1). This will utilize the filmstrip plus tapes. The approach is through basic phrases, rather than a complete story as in the Pathescope-Berlitz series, or a complete course as in the Wayne unit. But again, a teachable application of the sound filmstrip, produced for utmost flexibility.

All three are different in their combination of audio-visual materials. All use the audio-oral instructional approach. All are flexible in their application. One (Wayne) is a course in itself. The other two can be so utilized but are designed for integration with the existing course.

Music

In music, too, the sound filmstrip can be a flexible teaching unit. *Young America Sings*, for instance (Text-Film Dept., McGraw-Hill Book Co., 330 West 42nd St., New York 36) now in three grade units—for third, fourth and fifth grades—integrated records and filmstrips for a music education course. The records and filmstrips together develop basic fundamentals of music while giving your class the fun of listening and of singing. Words of songs, written music, study of rhythm, phrasing, and notes to help you teach the essentials.

The Jam Handy Organization (2821 East Grand Blvd., Detroit 11, Mich.) has four sound filmstrip music series in which treatment is different but equally flexible and teachable. In *Music Stories, Stories of Music Classics*, and the brand new *Opera and Ballet Stories* (six color strips and six records in each series) one record side is keyed to the strip—narration plus selected illustrative musical themes. The other side plays the selection in full orchestral rendition. The filmstrips tell the stories which inspired the composers, capturing in the artwork the mood of the music and the flavor of its country. You can easily see the many ways you can use these. The new *Instruments of the Orchestra* (series of 6 strips and records) presents history, appearance, make-up and sound of various instruments within the instrumental families. Again a useful combination of picture and sound.

Other Subjects

Of course, the sound filmstrip properly produced is valuable in other subjects, too. Jam Handy has used this medium for series designed to encourage discussion groups—*How Shall We Live?*, *Living Right at Our Work*, and *The Battle for Liberty*. Here the audio is used to supply stimulus; the pictures are meaningful.

The Society for Visual Education (1345 Diversey Parkway, Chicago, Ill.) uses this medium for elementary material. For holiday times, for instance, where a program-type presentation is desirable—seasonal music and sound effects add to the value and interest of the pictured stories. For primary grades story time and reading readiness SVE has the Rand McNally "Elf Book" series. The story is pictured and also presented on record with narration, sound effects, and music. Fun, and teachable—with applications in language arts, too.

Entirely different is the Landmark and Enrichment package—if we may call it that. The well-known Landmark books are used as the basis for Enrichment filmstrips and Enrichment records for history and other aspects of social studies. The filmstrip and record are not intended for synchronized use. Instead they are designed for use separately to amplify and expand each other. (Enrichment Teaching Materials, 246 Fifth Ave., New York 1.)

There are other available sound filmstrips, of course. However, the same criteria apply to all. Selection should be based on the effectiveness of the production. Both the filmstrip and its accompanying record or tape should retain their own teaching values and be so combined as to provide new ones.

Sharing Time

Ideas and Suggestions for Teachers of the Elementary Grades

When quotes and ideas stay with you weeks after a conference is over, when they bridge a busy holiday season, and are still nagging to get themselves reported and into print—then it is time to sit down at a typewriter and get them into this column.

At the convention of the National Council of Teachers of English, elementary teacher Katherine Koch, Mishawaka, Ind., reported on the oral and written observations of some pupils.

Judy, for example, recorded the commands she was given in a single day. As one reads them one can trace Judy's progress from home to school, and home again.

We have no positive proof, but would lay odds that the final speech was delivered in a deep masculine voice:

Get up, Judy.
Wash your face.
Make your bed.
Hurry up.
For Pete's sake use some manners at the table.
Don't feed the dog at the table.
Eat, eat, eat.
Don't contradict me.
Hurry, or you'll be late for school.
Head your paper.
Get your library book.
Put your books away.
Don't run in the hall.
Don't write too small.
Please close the door quietly.
Set the table.
Give the baby her bottle.
Turn off that TV.
Brush your teeth.
Stop teasing your sister.
Quit stalling and get to bed.

If Judy's decisions seem somewhat limited in a day, then on the other hand she never faces too much ambiguity and doubt as to what to do when.

From the same school situation came the following comparisons (courtesy of Miss Koch's pupils):

As troublesome as a leak in a faucet.
As pious as a bartender and as impetuous as a dead rat.
About as kind as a grizzly.
As high-spirited as a candidate before election.
As loquacious as Donald Duck
As cheerful as a whistling teakettle.
As talkative as a katydid in summer nights.
As sluggish as a plodding snail.
As elusive as quicksilver.
As quiet as falling snow.
As noisy as a playground filled with children.
As soft as baby brother's hair.
As sharp as a tattletale's tongue.
She's as fragile as a stick of dynamite.

Similes and Metaphors

The chipmunk's tail stuck up in the air like a rudder guiding him along the old stone wall.

Wind blew the leaves along the walk like little scurrying feet.

Flowers sway like dainty ballerinas.

The trees stand so straight and still like guards upon the hill.

His hair rose in a peak like a cardinal's topknot.

His dirty hands were twin mud puddles.

Through the trees the wind comes sighing like a tiny child that's crying.

Autumn is the serene fiesta hour of the year.

Autumn's paratroopers float to the ground in red and golden uniforms.

Autumn has spread her afghan of colored leaves.

The few hairs standing on end looked like used broom bristles.

Have you seen the tall beanpole skyscrapers of Chicago?

Or Consider Color

Look at the sea
And the rocks and the waves
It seems to be
In a rush and a hurry
Its colors are turquoise
Amber and grey
And from the rushing waters
A mist is rising.

The fog was a gray gloomy curtain hanging in the sky.
The trees shed their golden leaves
The wind sweeps them down
Mother tree stands and grieves
To see her leaves turn dead and brown.

I saw a fairy sleeping
In a tiny acorn cup
With a scarlet leaf
For a blanket.

Old Mr. Bluejay with the crest of blue
You match the color of the sky
When the sun shines through.

The leaf fairies are wearing new bright colored capes of rusty red and gold.

—Mary Harbage

Travel Tips

PICTURE yourself twisting down the Cote d'Azur in a Mercedes-Benz. Or parking your Citroen DS 19 or Fiat 1100 for a view of Emperor Hadrian's Villa.

Driving a car in Europe can be a wise move economically—as well as convenient and fun. Here's how to put yourself behind the wheel:

U. S. driver's license is valid throughout Great Britain and the Continent—except for Spain. The Spanish require an International Driving Permit ($2 from local AAA chapter). But the AAA advises *anyone* planning to drive on the Continent to get an IDP, printed in the five official languages of the U. N.

Gasoline prices range from 50 cents in Denmark and the Netherlands to Monaco's 92 cents. Foreign cars get from 26 to 63 miles to the gallon.

Rental costs vary from country to country and according to model of car desired. Basic charges for a Volkswagen sedan rented in Germany for one week would be $35.65. This includes charges for the 100 kilometer daily mileage requirement. During July and August, an Austin A 35 would cost $53.55, including the 80-mile daily minimum, if rented in England. Insurance is usually included but it's best to check. Renting is advised for trips of one month or less.

If you've always dreamed of owning a foreign car, look into the new buy-here-for-delivery-abroad plans. For example, a Citroen DS 19 can be picked up in Paris for $2,395. (U. S. port of entry price on this car is $3,333.) Additional charges would be: approximately $156 U. S. Customs Duty when bringing the car home; $225 shipping costs from France, Holland, or Germany, and $60 for various documents. On the credit side, of course, would be European transportation costs for everyone who made trip via the sleek Citroen.

For further information: "Drive Yourself" booklet—AAA, International Travel Dept., 250 Park Ave., N. Y. C. 17; Europe by Car, 37 W. 57th St., N. Y. C. 19, for 20-page catalogue on European rental and car purchase; Overseas Booklet describing overseas car delivery—Citroen Cars Corp., 300 Park Ave., N. Y. C. 22; "The ABC's of European Auto Travel"—Auto-Europe, 25 W. 58th St., N. Y. C. 19; brochure on car rentals and purchase—Hertz-American Express International, Ltd., Dept. 912, 60 E. 42nd St., N. Y. C. 17.

—Betty Connolly

New Materials

56 PRACTICES FOR THE GIFTED—128 page booklet outlining steps taken in New York State secondary schools to identify the gifted and provide programs for them. Sections on the general nature of educating gifted students, providing for the gifted in 7-12th grade curriculum; general and specific practices currently being used in New York; and a bibliography of general and subject matter references. Booklet is free to principals and superintendents of New York State and teachers in New York schools, if ordered by their principals. Interested out-of-state educators may obtain a copy for 50 cents. Write Distribution Office, Finance Section, State Education Dept., Albany 1, New York.

LABOR AND THE AMERICAN WAY by Mark Starr—Pamphlet #14 of the Oxford Social Studies Series presents up-to-date facts about unions in the United States. Traces the evolution of the American labor movement, analyzes how unions function today, and speculates on future development. Designed primarily for high school social studies classes. From Oxford Book Co., 222 Fourth Ave., New York City 3. (60 cents.)

BROTHERHOOD WEEK MATERIAL—Prepared by teachers and administrators to help educators develop a human relations program for Brotherhood Week, Feb. 15-22. Write the National Conference of Christians and Jews, 43 West 57th St., New York 19, for a pamphlet describing this material and listing the offices of the National Conference of Christians and Jews from which it may be obtained.

EDUCATORS GUIDES – Educators Progress Service has published new editions of two books in their series on free teaching materials. They are: *Educators Guide to Free Tapes, Scripts, and Transcriptions*, 5th edition (229 pages, $5.75) and *Educators Guide to Free Slidefilms*, 10th edition (202 pages, $6). Write EPS, Randolph, Wis.

AMERICAN JEWS: THEIR STORY by Oscar Handlin—48 page booklet surveying Jewish life in America from 1654 to the present. Discusses European background of the Jews, their immigration pattern to the U. S., the ways Judaism has responded to modern problems, and the relations of Jews with their neighbors of other faiths in America. 35 cents from Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22.

Books

DARWIN'S CENTURY: EVOLUTION AND THE MEN WHO DISCOVERED IT, *by Loren Eiseley. (Doubleday, New York, 1958, $5.00, 378 pp.)*

This book is essential reading for those who seek understanding of the streams of thought leading into and out of the idea of evolution as climaxed in the *Origin of Species* and other works of Darwin. The style of the author is a delight, with passages here and there so poetic and moving that one must pause and drink more deeply before picking up again the scientific story of the 19th century.

Darwin emerges from this book as one who owed more to others before him than he was willing to acknowledge, and whose obsession with natural selection through struggle caused blind spots, evasions, and vulnerabilities in his thinking. He and his followers tended to think of living creatures as "struggling molecules in some manner creating order out of chaos." In making the great discovery that man is an animal, they tended to place the anthropoid apes too close to man and to think of the contemporary races of men as representing various degrees of evolutionary development. They failed to see that the more important tendency of man is toward conscious cooperation, instead of toward aggressiveness.

Perhaps all of us share the Darwinian guilt in our own 20th-century way. Perhaps, as the author suggests, we exalt material wealth and mechanical wonders above dignity and generosity, however primitive.

—Eula Mohle
Houston, Texas

THE ILLUSTRATED BOOK OF AMERICAN FOLKLORE, *by Ben Botkin and Carl Withers. Illustrated by Irv Docktor. (Grosset and Dunlap, New York, 1958, Boards, 101 pp., $3.95.)*

This handsome book, of large quarto size, with many-splendored paintings on every page that strike a nice balance between representation and modernism, was designed, no doubt, for the children's Christmas trade. But it has solid merits for the classroom and school library. Botkin and Withers, well-known authorities in the folklore field, have gathered an amazing harvest of stories, legends, tall tales, riddles, and rhymes, familiar and unfamiliar. All are indigenously American, representing every region, and they are retold to delight a new generation of listeners.

In their brief foreword, the authors give an informal commentary on the inexhaustible virtues and varieties of folklore. Many well-known heroes are here in one or another episode: Paul Bunyan, John Henry, Pecos Bill, Davy Crockett, Casey Jones, et al. But the bulk of the material seems fresh, amusing, and unhackneyed. Even if it is true that the taste for folklore appeals either to the extremes of the primitive or the sophisticated, elementary teachers may find here a touchstone to children of varied interests.

—K.M.G.

Records and Tapes

I HEAR AMERICA SINGING *(RCA Camden, one 12-inch, 33 1/3 rpm disc, $1.98).*

The Camden label of RCA identifies this disc as a lower-priced reissue of a regular RCA record.

Side I is a cantata based on poems of Walt Whitman and sung by John Charles Thomas with the ILGWU Radio Chorus and the Victor Symphony Orchestra.

Side II presents six classics: *Oh, What a Beautiful Morning* from "Oklahoma," *Ol' Man River* from "Show Boat," *Annie Laurie, The Green Eyed Dragon, Steal Away, The Lord's Prayer.*

Any high school class studying poetry, particularly that of Walt Whitman, will find this recording of tremendous value aesthetically.

Classes in speech and music appreciation will respond enthusiastically to the wide range of mood projected in both music and verse on each side of this record.

—Carrie Stegall
Holliday (Tex.) H. S.

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SAVE ON INCOME TAX

Continued from page 5-T

tax return, as a contribution to the nonprofit organization the delegate represents at the convention.

Sabbatical Leave

When you use sabbatical leave to attend college for further education, the tax rules are the same as for summer school or night school attendance. If you use your sabbatical leave for travel, travel costs are not deductible. Even so, if you engage in an educational activity which is eligible for deduction as an educational expense while away from home on sabbatical travels, you may prorate your expenses accordingly and deduct the portion attributable to deductible educational activities.

If the sabbatical leave was granted for the purpose of restoration of health, income received from the school is excludable from gross income as sick pay, up to $100 a week.

At Our Corner

SCHOLASTIC

33 West 42nd Street, New York 36, N. Y.

If fewer and fewer Americans have been taking a *let-George-do-it* attitude toward politics and government in recent years—and the tremendous interest in the recent convening of the 86th Congress would seem to bear this out—much of the reason must lie in more effective social studies teaching.

It would appear that our electorate—students yesterday, voters today—has long since graduated from the clambake-and-torchlight-parade school of political thought. While incorrigible Frank Skeffington, in Edwin O'Connor's best-selling novel, "The Last Hurrah," would "do it all over again," it is unlikely that voters would give him the chance.

We should like to believe that *Scholastic's* special "Congress at Work" issue, published every other year since 1939, has had a part in our progress toward reasoned and enlightened political opinion. This year's issue appears February 27 in *Senior Scholastic*, *World Week*, and *Junior Scholastic*. It covers the organization, party line-ups, legislative procedures, and day-to-day workings of the 86th Congress, and is particularly timely, we feel, in this year of great debate and decision in the legislative branch of our Government.

• • •

This current issue of January 30th, the first of the new semester, is being sent in the usual quantity to all first-semester subscribers, even though renewal cards have not yet been received from some. We realize that class and teaching assignments often change at this time of year, and by mailing this first issue "in arrears," so to speak, and of course without obligation, we hope to avoid any interruption in service to you.

Subsequent issues, unfortunately, cannot be mailed until we have advice from the subscriber. Because we are proud of the editorial programs planned for the various student magazines this spring, including such special issues as "Congress at Work," "Your Career," "How to Read Newspapers," "St. Lawrence Seaway," and others, we urge subscribers from whom we've not yet heard to mail their renewal cards promptly. Orders marked "tentative" of course, may be revised.

M. R. Robinson

President and Publisher

Free MATERIALS

To order free materials, check your choice, clip and mail this coupon to *Scholastic Teacher*, 33 W. 42nd St., N.Y.C. 36. You will receive free aids direct from our advertisers.

___1. **BRISTOL-MYERS CO.**
Booklets (a)___Dental Health for my Grade (b)___Grooming for Teens. Please indicate number of girls ( ) and boys ( ) in your class. (See Jan. 16 Teacher, p. 3-T)

___2. **BRITISH AND IRISH RAILWAYS**
Travel planning literature (See Jan. 9 Teacher, p. 24-T)

___3. **CANADIAN GOVERNMENT TRAVEL BUREAU**
Teachers' vacation package (See Jan. 16 Teacher, p. 5-T)

___4. **CITROEN CARS**
Overseas Booklet describing overseas car delivery (See Jan. 16 Teacher, p. 13-T)

___5. **P. F. COLLIER CORP.**
Brochures (a)___Enriching the General Science Curriculum, (b)___Space Satellites, (c)___Rockets and Satellites (See Jan. 9 Teacher, p. 3-T)

___6 **CORONET INSTRUCTIONAL FILMS, p. 2-T**
Catalogue of Coronet films

___7. **EDUCATIONAL STIMULI, p. 14-T**
Last year's current events and English competitive exams; list of education materials

___8. **ENCYCLOPAEDIA BRITANNICA FILMS**
"Space Age" catalogue (See Jan. 9 Teacher, pp. 2 & 3-T)

___9. **B. F. GOODRICH, p. 3-T**
Classroom quantities of booklet, "Tommy Gets the Keys"

___10. **NATIONAL COAL ASSN.**
(a)___ List of Teaching aids on coal (b)___ Information on careers in coal industry (See Jan. 9 Teacher, p. 11-T)

___11. **PAN AMERICAN AIRWAYS**
Travel booklet, "Adventure in Education" (See Jan. 9 Teacher, p. 13-T)

___12. **SCHOLASTIC BOOK SERVICES**
Information on book services (See Jan. 9 Teacher, p. 29-T)

___13. **SIMON AND SCHUSTER**
Brochure, "Golden Science Books for Curriculum Resource Material" (See Jan. 9 Teacher, p. 19-T)

___14. **TRANSLATION PUBLISHING CO., p. 14-T**
Catalogue ST

___15. **UNITED AIRLINES**
Information and folders on Mainliner vacations (See Dec. 5 Teacher, p. 2-T)

___16. **UNIVERSITY OF OSLO, p. 14-T**
Information on summer sessions

___17. **WHEELER PUBLISHING CO.**
U. S. Trails Map and information on graded reading program (See Jan. 9 Teacher, p. 6-T)

___18. **JOHN C. WINSTON CO.**
Brochure, "Our Neighbors" (See Jan. 9 Teacher, p. 12-T)

___19. **WORLD BOOK ENCYCLOPEDIA**
Reprints of World Book ad (See Nov. 21 Teacher, pp. 13 to 16-T)

___20. **WORLD BOOK ENCYCLOPEDIA**
Article on Alaska reprinted from 1959 World Book Encyclopedia (See Jan. 9 Teacher, p. 32-T)

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Going to College

By 1968, 10,000,000 students will be attending institutions of college grade in U.S. (beyond high school)—more than three times the size of present enrollment. In the wake of this congestion, college admissions probably are likely to become far worse before the situation stabilizes.

These were some of the major predictions by Dr. Frank H. Bowles, president of the College Entrance Examination Board, in reviewing prospective trends in college admissions at a two-day conference for newspaper and magazine education editors held at Carmel, N.Y. Other guests of the Board included admissions directors of such diverse institutions as Harvard, M.I.T., Princeton, Michigan, Amherst, Syracuse, Barnard, Manhattanville, and University of the South, together with principals and guidance counselors from secondary schools of varied types.

"The present pattern of college admissions," said Dr. Bowles, "is a heavy concentration of the best high school graduates seeking admission to about 75-100 favored colleges east of the Alleghenies and west of the Rockies. At the same time many institutions in the Midwest, Southern, and Mountain states are *not* overcrowded for the next year or two. But when the postwar 'wave' of babies now in high school approaches college age in the next five years, vast changes will occur."

The great increase in college attendance which Dr. Bowles foresees, however, will cover a variety of type of institutions and occupations not presently classified as "college-type." For example, millions of young people in such fields as semi-technical, shop foremen, nurse training, adult schools, etc., will be taking from two to four years of college-level work. In 1968, going to college will be accepted as quite as normal as high school attendance is now.

Among other predictions made by Bowles were:

►Most colleges will require entrance examinations.

►Up to one third of entering students will be admitted to advanced standing. (The Advanced Placement Program has doubled each year since 1953.)

►There will be less "recruiting" by competitive colleges, and more careful selection while students are still in high school.

►Most students will remain longer in college, combining some liberal arts work with technical specialization for 5, 6, or 7 years.

►College admission procedures will be pushed farther down in the high school curriculum (in the 11th and even the 10th grade).

►Less money will be devoted to scholarships and more to loans (following the lead of the Defense Education Act of 1958).

►Colleges will be compelled to make another "desperation" round of tuition increases to keep up with the rapidly increasing cost of operation.

A major argument revolved around the increasing demands for testing and early preparation. Dr. A.H. Lass, principal of Abraham Lincoln High School, New York, felt that the atmosphere had become too frenetic, leading sometimes to a state of panic on the part of students and their parents and having bad psychological effects on personality. Dr. Henry T. Chauncey, president of the Educational Testing Service, Princeton, believes that much of this tightening of requirements in the present "post-Sputnik" age is normal and inevitable. Miss Mildred Fox, guidance counselor of Evanston Township (Ill.) High School, held that the best antidote to such hysteria is a well-balanced guidance program in comprehensive high schools. It was generally admitted, however, that only a minority of American high schools (possibly a fourth) have such an adequate guidance program today.

Good independent (private) schools have only a slight advantage over the better comprehensive public schools in mental discipline and college admissions, says Frank D. Ashburn, headmaster of the Brooks School. The independent schools are under pressure of ambitious parents to get their children into Ivy League colleges. If they cannot gain admission for their graduates to "Haryale" or "Willherst," why pay $2,000 a year for education of "superior" quality?

Most important single qualification for college admission, says John S. Hafer (Syracuse), is still a student's total high school record. Others likely to be considered (in descending order) are: CEEB and other standard test scores, class rank, school recommendation, and geographical location. Princeton, says C. William Edwards, seeks a balanced group of boys of no single type—well-rounded leaders as well as superior students.

Contrary to frequent misconceptions, all state universities are by no means required to admit all high school graduates from their states, said Clyde Vroman (Univ. of Michigan). Of 270 state-supported four-year colleges, 46% have selected admission; 42% require entrance examinations of out-of-state students. There is a definite raising of standards in most state universities.

Promising new developments in college admissions, besides advanced placement, are the trend for many colleges to make earlier decisions on individual students, so that multiple application for admission will be cut down; and the establishment of "college admissions centers" in Chicago and New York which act as clearing houses for students who cannot secure admission to the college of their first choice. —K.M.G.

In Brief

►The National Education Association will dedicate its brand new education center in Washington, D.C. in special ceremonies Feb. 8-10. The gleaming eight-story blue-green glass and white marble building cost NEA members $7,000,000.

►**Dr. Ward Green,** for many years supervisor of English in the Tulsa, Okla., Public Schools, died December 27. He was an active leader and former vice president of the National Council of Teachers of English. He served on the Editorial Advisory Board for English of *Scholastic Magazines* in 1941-42.

►**Dr. James F. Hosic,** Professor Emeritus of Education at Columbia Univ. Teachers College, and a founder of the National Council of Teachers of English, died Jan. 19 in Royal Oak, Mich. He was 88.

Don't Miss . . .

like it or not!

The Attack on American Schools, by Hollis L. Caswell, president of Columbia Univ. Teachers College. In his annual report, Dr. Caswell stands up to critics of U.S. education. He reports that American education today is not the result of the "whims or dictation of any small group of individuals, such as school administrators or professors of education, some of the critics notwithstanding . . . It is the outcome of approximately a century and a half of distinctive development during which more people directly affected by educational practices and achievements had more to do with shaping its course than is true of the educational system of any other nation in history." Well worth having in your professional library, the report is free in single copies as long as supply lasts. Write to Office of President, Teachers College, 525 West 120th St., N.Y.C. 27.

Who Killed Michael Farmer?, a devastating documentary recording of a brutal juvenile gang killing. Originally presented over CBS last April, the documentary is being made available as a public service on discs or tapes to professional organizations groping with their own delinquency problems. There is no charge, but the recordings are available in strictly limited quantities. Write to Jay McMullen, CBS Radio, 485 Madison Avenue, N.Y.C.

Look and Listen

Program Notes on Selected Radio-TV Features

EDITED BY PATRICK AND MARY HAZARD

All times shown are current in Eastern Zone. Programs subject to change. Check local stations before assigning programs to students.

PUBLIC AFFAIRS

Wed., Jan. 28, 8:30 p.m. (CBS) **The Hidden Revolution**: Repeat of the documentary on racial tension.

10:05 p.m. (NBC, except WRCA, New York) **Africa Today**: "Music," with Fela Sowande, a leading composer.

Sun., Feb. 1, 3:30 p.m. (CBS-TV) **World of Ideas**: "Are Business Morals Different from Personal Morals?" Dr. Charles Frankel as gadfly.

6:30 p.m. (CBS-TV) **The Twentieth Century**: "Liberation of Paris, 1944."

FOR YOUNGER VIEWERS

Fri., Jan. 30, 8:00 p.m. (ABC-TV) **Walt Disney Presents**: "The Peter Tchaikovsky Story," in stereophonic sound—via simulcasts by ABC AM and FM radio outlets. Selected excerpts through the new Magic Mural screen technique from Disney's feature-length production, "Sleeping Beauty," a forthcoming theatrical release. Co-starring the eight-year-old Rex Hill as Peter the boy and Grant Williams as Peter the man, the story follows Tchaikovsky through the early disappointments of his life to the point at which he composed his first grand scale triumph, the Sleeping Beauty Ballet.

Mon., Feb. 2, 7:30 p.m. (ABC-TV) **Shirley Temple's Storybook**: "Rip Van Winkle," the second in a once-every-three-weeks series of repeats of the NBC programs. Feb. 23: "Nightingale." Mar. 16: "The Little Lame Prince."

SCIENCE AND EXPLORATION

Sat., Jan. 31, 2:30 p.m. (NBC-TV, except WRCA-TV in New York) **Watch Mr. Wizard**: "Going up the Hill with the Inclined Plane." Feb. 8: "The Holagen Family." Feb. 15: "The Human Body and How It Works." Feb. 22: "Sound through Things." Doubleday will shortly publish Don Herbert's new book with 12 chapters on what it takes to be a special kind of scientist (among vocations are astronomer, geologist, chemist, biochemist, and mathematician).

Sun., Feb. 1, 11:30 a.m. (ABC-TV) **Johns Hopkins File 7**: Fifth in a series on mental Titans who changed the world: Isaac Newton. Feb. 8: Einstein.

Mon., Feb. 2, 6:30 a.m. (NBC-TV) **Continental Classroom**: Experiment on Transistors. Feb. 3: Radar. Feb. 4: Microwaves. Feb. 5: Electronic Computers. Feb. 6: Inertial Guidance.

8:30 p.m. (ABC-TV) **Bold Journey**: "The Haunted Fort" pictures a busy Indian market in Bolivia's capital city, massive and impressive Incan and pre-Incan structures, an air-rail-boat trip through Brazilian jungles, and a visit to a 340-year-old Portuguese fortress. Feb. 9: "Golden Nuggets," a visit to the gold fields of "The Forty-Niners," and skin-diving as a new way to pan gold from river bottoms. Also a visit to the frog-jumping contest that Mark Twain made famous in his short story, "The Celebrated Jumping Frog of Calaveras County." Feb. 16: "Capetown to Sudan." Feb. 23: "Hunter in the Jungle" (an animal importer in the savannah country of Colombia). Mar. 2: "Envoy to Tibet." For excellent, free study guides on this series, write to "Teachers Library, Inc." Box 339, Radio City Station, New York 19, N.Y.

Tues., Feb. 10: 10:30 p.m. (NBC-TV) **Tactic** (Premier): Six programs on cancer.

Sun., Feb. 22, 5:00 p.m. (NBC-TV) **The March of Medicine**: "MD International," a report on American doctors who practice in far corners of the world.

The Moiseyev Dance Company of Moscow returns to *Ed Sullivan Show* Sunday, Feb. 1, 8 p.m. (CBS-TV). It will be the first time Sullivan re-runs a show.

DRAMA

Wed., Jan. 28, 9:30 p.m. (CBS-TV) **Du Pont Show of the Month**: Sir James M. Barrie's "What Every Woman Knows," with Siobhan McKenna and James Donald. An egocentric young Scotsman rises to political leadership with the help of his plain but clever wife. Infatuation with a pretty but dull woman reveals to him his wife's real worth. STUDY QUESTIONS: 1. How did Barrie view the relationship between men and women? How does Charles Venable's description of the combination of wit and strength in John's speeches also apply to John and Maggie themselves? Why doesn't Barrie have Maggie join the feminist committee meeting in the play? Discuss whether Barrie's ideas would be applicable in America today? 2. Is it true that Maggie helps only in the little things when she helps John with his speeches? Why is John unwilling to recognize how much Maggie influences him? Is Maggie (or Barrie) really aware how much power she would like to have? 3. Recall the major crises in the play. What is the climax of the play? Is John's self-abnegation in the scene that follows in character? Is it good drama? 4. Maggie's definition of charm ("Oh, it-it's a sort of bloom on a woman. If you have it, you don't need to have anything else—and if you don't have it, it doesn't much matter what else you have.") gives her one of the best lines in the play. Is this true of our day too? How can charm or "personality" be a misleading index to the real value of a person? 5. Read Barrie's original play (or any other Barrie drama). The duPont version essentially follows the original plot and dialogue. But even so, what part of Barrie will everyone but a reader of the plays miss?

Thurs., Jan. 29, 9:30 p.m. (CBS-TV) **Playhouse 90**: Barry Sullivan, Franchot Tone, Gary Merrill, E.G. Marshall and guest star William Bendix play five successful but dissatisfied businessmen in Reginald Rose's new play, "A Quiet Game of Cards." The author of "Twelve Angry Men" requests that his latest script be kept secret but the new play does examine some of the same problems that were presented in the earlier teleplay and movie. Rose dramatizes once again how tenuously we value those ethical principles such as justice and the worth of each human life that we take for granted in day-to-day living. STUDY QUESTIONS: 1. What has been the central theme in each Rose play you have seen? How does Rose bring his ideas into familiar terms in each play? 2. What vehicle or device did Rose use in "Twelve Angry Men" to dramatize the abstract idea of justice? What secondary devices did he use to show how different men translate their ideals into their everyday actions? 3. How is the framework of "A Quiet Game of Cards" similar to the framework of "Twelve Angry Men"? Who is "on trial" in the new play? What makes a hero in a Rose play? 4. Which play do you think is more successful as a drama? Are there any passages in "A Quiet Game" that might be better done if translated into action or conflict rather than as dialogue? 5. Discuss the role of coincidence in the play? Is the plot credible?

Mon., Feb. 2, 10:00 p.m. (CBS-TV) **Westinghouse Desilu Playhouse**: Ernest Kinoy's "Symbol of Authority," a lighthearted comedy starring Ernie Kovacs as a proofreader who gains temporary distinction in the world of medicine. While spending a few days in the hospital for colitis, Kovacs becomes enchanted with medicine and doctors, and with the help of a three-dollar stethoscope, fancies himself as a great doctor.

Thurs., Feb. 5, 9:30 p.m. (NBC-TV) **Hallmark of Fame**: John Kerr stars in "Berkeley Square."

MUSIC AND THE ARTS

Fri., Jan. 30, 7:00 a.m. (NBC-TV) **Today**: Charles Van Doren continues his discussions of famous humorists. Today, James Thurber. Feb. 6: Fred Allen and W.C. Fields. Feb. 13: J.D. Salinger. (Van Doren portion of program will be on about 7:50 a.m. EST.)

Sat., Jan. 31, 2:00 p.m. (CBS) **Metropolitan Opera**: Wagner's "Lohengrin."

8:30 p.m. (CBS) **New York Philharmonic**: Berstein conducts Haydn's Symphony Concertante.

Sun., Feb. 1, 11:30 a.m. (CBS-TV) **Camera Three**: "The Necessity for Anger." Feb. 8: A Lincoln program.

8:00 p.m. (CBS-TV) **The Ed Sullivan Show**: A repeat of the fabulous Moiseyev dancers of June 29, 1958. The only show Sullivan has ever repeated.

9:00 p.m. (CBS-TV) **The General Electric Theatre**: Gisele MacKenzie, John Raitt and Eddie Foy, Jr. star in the program's first musical, "No Man Can Tame Me." Gisele plays Matilda Haley, a young woman who helps her father, Silas (Foy) operate a trading post in a Missouri River town in the 1870's. While her father tries desperately to get her to marry the town dandy, the strong willed girl resists on the grounds that she wants no part of any man she can whip. When a trapper (Raitt) defeats her in an arm wrestling match, she takes a shine to him.

Mon., Feb. 2, 9:00 p.m. (ABC-TV) **Voice of Firestone**: Renata Tebaldi.

National Radio and TV programs by representatives of religious faiths are listed once each semester.